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ABSTRACT

The purpose of this report is to document the results of the 1971-72 national assessment of the music education of elementary-secondary students and young adults. Music exercises were given to a national probability sample of 9-year olds, 13-year olds, 17-year olds (including high school dropouts and early graduates), and young adults between the ages of 26 and 35. The music exercises administered treat the five themes of musical performance, musical notation and terminology, instrumental and vocal media, music history and literature, and attitudes toward music. Variables used for the data analysis of eachof these themes include age, region of the country, sex, race, level of parental education, and size and type of community. This report shows the data analyses using graphs. No conclusions are drawn. Readers are expected to assimilate the data to draw their own conclusions. (Author/RM)

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

MUSIC TECHNICAL REPORT:

Summary Volume

Music Report No. 03-MU-21

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Roy H. Forbes
Director

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02-GIY	General Information Yearbook—A description of National Assessment's methodology, with special attention given to Reading and Literature, May 1972	1.55
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FOREWORD

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds and adults (ages 26-35) in 10 learning areas: art, career and occupational development, citizenship, literature, mathematics, music, reading, social studies, science and writing. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure educational change.

Each assessment is the product of several years work by a great many educators, scholars and lay persons from across the country. Initially, these people design objectives for each area, proposing specific goals that they feel Americans should be achieving in the course of their education. After careful reviews, the objectives are given to exercise (item) writers, whose task it is to create measurement tools appropriate to the objectives.

When the exercises have passed extensive reviews by subject-matter specialists and measurement experts, they are administered to probability samples from various age levels. The people who compose these samples are chosen in such a way that the results of their assessment can be generalized to an entire national population. That is, on the basis of the performance of about 2,500 9-year-olds on a given exercise, we can generalize about the probable performance of all 9-year-olds in the nation.

National Assessment also publishes a general information yearbook, which describes all major aspects of the Assessment's operation. The reader who desires more detailed information about how NAEP designs the sample, defines reporting groups, prepares and scores the exercises and analyzes and reports the results should consult the *General Information Yearbook, Report 03/04-GIY.*

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ACKNOWLEDGMENTS

Many people have made substantial contributions to the music assessment, from the beginning of the National Assessment of Educational Progress (NAEP) in 1964 through the completion of the reporting phase of the first assessment of music. Unfortunately, it is not possible to acknowledge them all here, and an apology is due to those whose names have been omitted.

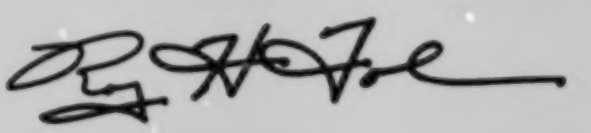
The original preparation of the objectives and exercises for the music assessment was done by the Educational Testing Service (ETS). These materials were reviewed by dozens of consultants, including music professionals, music educators and interested lay persons.

The administration of the music assessment was conducted by the Research Triangle Institute (RTI) and the Measurement Research Center (MRC). Daniel Brantley and Louise Diana of MRC provided invaluable assistance in developing and refining the guidelines used in scoring the exercises. National Assessment's monitoring of exercise and scoring-guide development was conducted by Ed Roeber, Michigan Department of Education, formerly of the NAEP Exercise Development Department staff.

Two music educators, Paul Lehman of the Eastman School of Music (University of Rochester) and Jo Ann Baird of the Boulder (Colorado) Valley Schools, lent their expertise to nearly all phases of the assessment. These two consultants, along with others, helped Frank Rivas, Utilization/Applications Department, and Susan Oldefendt, Research and Analysis Department, design the exercise classification system used in reporting the results.

The preparation of this report was a collaborative effort of the National Assessment staff. The analyses and the design for the report were planned by Susan Oldefendt. William Ankey, Data Processing Department, managed the data files and provided the programming support. Special appreciation is extended to Susan Sullivan, Data Processing Department, who diligently helped monitor the accuracy and completeness of all of the specifications and documentation involved in the analyses. Janet Bailey, Research and Analysis Department, prepared all of the graphics contained in this volume. Marci Reser and Eileen Wollam, Utilization/Applications Department, assisted in the production of this report.

Special thanks must also go to J. Stanley Ahmann, who directed the NAEP program throughout the period in which this information was gathered and reported.



Roy H. Forbes
Project Director

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CHAPTER 1

THE MUSIC ASSESSMENT

Preparation for the music assessment began in the fall of 1965 when a panel of professionals convened to identify the objectives of music education. It was generally recognized that definition of the domain of music education for the purpose of measuring achievement would be a difficult process. The objectives were developed to be relevant to school curricula, and careful provision was made for the inclusion of objectives related to musical performance skills and attitudes toward music, as well as knowledge of areas of music notation and history. After extensive reviews the objectives were accepted, and exercise (item) development began in 1966. Throughout the next years many exercise-review conferences were held, and, in the fall of 1970, all of the music exercises were reviewed by the U.S. Office of Education. After the exercises were packaged and printed, the administration took place during 1971-72. After the administration all open-ended exercises were scored by trained personnel. Exercise-by-exercise results and summary data were then computed by the National Assessment of Educational Progress (NAEP).

National Assessment has made these data available in various reports. A general discussion of the music results can be found in *The First Music Assessment: An Overview, Report 03-MU-00.* An additional source of documentation is a cassette tape recording that presents the musical selections used as stimuli in many of the exercises and sample responses from the music performance exercises. This recording is available from National Assessment. For those interested in the specific text and results for the exercises summarized, detailed exercise-by-exercise documentation is provided in the *Music Technical Report: Exercise Volume, Report 03-MU-20.* Data is given for all exercises, but the exact exercise text is provided for only the released exercises. Some exercise texts are unreleased at this time because National Assessment will administer these same exercises again in five years to determine whether the performance level of Americans has improved or declined.

Other reports focus on the music performance and attitude exercises. In addition, National Assessment has produced computer data tapes that contain the response data gathered in the music assessment. State and local educators who want to use NAEP exercises in their own assessment programs, as well as others interested in

more information, should find these additional reports and documentation useful.

Purpose of the Technical Summary

The purpose of this report is to document the results of the 1971-72 assessment of music. The data in this volume are not presented exercise by exercise. Instead, results are summarized across exercises for groups of people. Exhibits include age comparisons for the learning area, comparisons of each of National Assessment's reporting groups with the national level of performance, comparisons of the various groups within an age and comparisons of performance on subsets of music exercises. An effort was made to summarize the data in ways that provide useful and interesting comparisons. The data can be used to identify the strengths and weaknesses of various groups of people. For example, data in this volume are organized so that a comparison between male and female musical performing skills is possible. Additionally, a comparison across ages of the extent of positive attitudes toward music can be made. Sometimes patterns emerge that can form the basis for judgments and decisions about the direction of music education.

A description of National Assessment's sample design and the groups of people for which results are summarized is presented later in this chapter. An explanation of how various types of exercises have been clustered together follows.

How the Exercises Are Classified

As explained above, results for certain subsets or clusters of exercises have been summarized and compared in various ways. One method of clustering resulted in summaries of exercises within the music objectives, which are provided in Chapter 8. For most of the exhibits in this and other NAEP reports, the music exercises have been grouped into five reporting themes. Each exercise was also assigned to a subtheme within a theme. The National Assessment staff worked very closely with subject-matter specialists to organize all of the exercises into the following classification scheme.

I. Musical performance
   - A. Singing familiar songs
   - B. Repeating unfamiliar musical material
   - C. Improvising
   - D. Reading notation

II. Musical notation and terminology
   - A. Vocabulary

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B. Basic notation
C. Score-reading

III. Instrumental and vocal media
A. Aural recognition
B. Visual recognition
C. Performance practices

IV. Music history and literature
A. Periods in music history
B. Musical genres and styles
C. Music literature

V. Attitudes toward music

Chapters 2 through 6 present summary data for one of the reporting themes. In Chapter 7 summaries of group results are presented so that comparisons can be made for the group across all of the themes.

Sampling

The exercises were given to a national probability sample of 9-year-olds, 13-year-olds, 17-year-olds (including high school dropouts and early graduates) and young adults between the ages of 26 and 35.[1] Within the four age levels, National Assessment can report data about a limited number of subpopulations. Although the sample included respondents from all 50 states and the District of Columbia, it was not of sufficient size to enable comparisons of the data between states, school districts, schools, teachers, etc.

The sample design employed by National Assessment was stratified by geographic region, state, size of community and socioeconomic level. The sample was drawn at three stages. The first-stage sampling units consisted of counties or groups of contiguous

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[1]An overview of the National Assessment sampling design for Years 03 and 04 is provided in Chapter 2 of the *General Information Yearbook, Report 03/04-GIY* (Washington, D.C.: Government Printing Office, 1974). For more detailed documentation, see J.R. Chromy et al., *The National Assessment Approach to Sampling* (Denver, Colo.: Education Commission of the States, 1974). For an introductory treatment aimed at state and local assessment problems, see R.M. Jaeger, *A Primer on Sampling for Statewide Assessment* (Princeton, N.J.: Educational Testing Service, Center for Statewide Educational Assessment, 1973).

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counties and was constructed using U.S. Census data on the numbers of persons living in those counties.

For the in-school assessment, a stratified random sample of primary sampling units (PSUs) was drawn. Lists were made of the schools in each selected unit. At the second stage, a sample of schools was selected within each PSU. Finally, within each selected school NAEP drew a random sample of students, and assigned those students to assessment booklets. Of course, all student listings were destroyed to protect the anonymity of the respondents. National Assessment has no records of the names of the students who took the booklets. The out-of-school sample design was similar to the in-school design. First, primary sampling units were drawn. Then, within each PSU a sample of small-area segments was obtained. Specially trained administrators located assessment participants within the area segments by visiting each housing unit and determining if any individuals of the appropriate age lived there. Of the eligible individuals, 84% participated in the music assessment.

About 90,000 respondents were included in the total sample. However, not all respondents took all exercises. For example, 25,500 13-year-olds participated in the music assessment. Between 2,200-2,700 13-year-olds responded to each booklet of exercises.

Reporting Populations and Subpopulations

In addition to national results for 9-year-olds, 13-year-olds, 17-year-olds and young adults, National Assessment provides data about various groups of people. The variables used for this analysis are: region of the country, sex, race, level of parental education and size and type of community. They are defined as follows.

Region

The country has been divided into four regions -- Northeast (NE), Southeast (SE), Central (C) and West (W) -- in order to present results for various regions relative to the national results. (See map of United States on the following page.)

Sex

Results are presented for males (M) and for females (F).

Race

Results are presented for whites (W) and blacks (B).

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Parental Education

The four parental-education categories are defined by the highest level of education attained by either of a person's parents. The no-high-school (NHS) category is comprised of all people who indicated that neither parent went to high school. The some-high-school (SHS) category consists of all those who indicated that the parent with the most education attended high school but did not graduate. In the graduated-from-high-school (GHS) category are all those who indicated that at least one parent graduated from high school, and in the post-high-school (PHS) group are all those who indicated that at least one parent received some post-high school education (college, vocational training or adult education courses).

Size and Type of Community (STOC)

The groups within this variable are defined by the size of a person's community and an occupational profile of the area his or her school serves.

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Extreme rural (ER). People in this group attend schools in a community having a population less than about 8,000. Most residents in the area the school serves are farmers or farm workers.

Low metro (LM). Individuals in this group attend schools within the city limits or residential area served by a city with a population greater than 150,000; the schools serve areas in which a high proportion of the residents are on welfare or not regularly employed.

High metro (HM). Individuals in this group attend schools within the city limits or residential area served by a city with a population greater than 150,000; the area served by the school consists primarily of residents who are professional or managerial personnel.

Urban fringe (UF). People in this group attend schools in the metropolitan area served by a city with more than 200,000 inhabitants; the school and the area it serves are outside of the city limits and are not included in either the low-metro or high-metro group.

Main big city (MBC). These are students attending schools in a big city (population greater than 200,000) who are not included in either the low-metro or high-metro groups.

Medium city (MC). Individuals in this group are those who attend schools in cities with populations between 25,000 and 200,000 that are not in high- or low-metro groups.

Small places (SP). People in this group attend schools in a community of less than 25,000 inhabitants that are not included in the extreme-rural group.

Data Analysis

National Assessment weighted the data in accordance with the sample design and estimated the percentages of individuals in the population who possessed various knowledges, understandings, skills and attitudes.

To do so, NAEP has developed two baseline measures.

1. *P-Value.* An estimate of the percentage of persons in each of the populations who gave a certain response to a specific exercise. For example, the estimated percentage of 9-year-olds who answered a given exercise acceptably is defined as the sum of the weighted number of acceptable responses divided by the sum of the weighted number of responses for all 9-year-olds. Percentages

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for each reporting group were computed in the same manner using only the weighted number of responses for the people in that group.

2. *ΔP-Value.* An estimate of the difference between the performance of a subpopulation and the performance of the total age population. A Δp-value is the difference between the estimated percentage of a group (for example, the Western region) that provided a particular response to an exercise and the corresponding national percentage.

   Western % - National % = Western Δp-value.

   If, on a given exercise, a group's percentage is lower than the national percentage, the difference between the two percentages is expressed as a negative number; if a group's percentage of success is higher than the national percentage, the group's difference in performance is a positive number. For example, if on a given exercise 74% of the 13-year-olds in the West gave an acceptable response, but only 68% of the national sample did so, then the West Δp for 13-year-olds would be +6 percentage points.

National Assessment uses both of these measures for summary analysis.

By looking at an exhibit of p-values (see the following graph) the range of percentages for the nation and each reporting group for a given set of exercises can be studied and compared. Each black square represents one exercise or exercise part. Each distribution of exercise results is also accompanied by the following information.

1. *Median P-Value (→).* When the p-values for a set of exercises have been rank ordered, middle p-value. For an odd number of p-values, the median = $\frac{N+1}{2}$th p-value. For an even number of p-values, the median = $\frac{1}{2}\left(\frac{N}{2}\text{th p-value} + \left(\frac{N}{2}+1\right)\text{th p-value}\right)$.

2. *Hinge P-Value (◣).* Similar to quartile. Divide the rank-ordered p-values into two sets at the median (for an odd number of p-values the median p-value is a member of both sets). The upper and lower hinges are the medians of those sets.

For a given set of exercises, a group's achievement relative to national level of achievement can also be conveniently summarized

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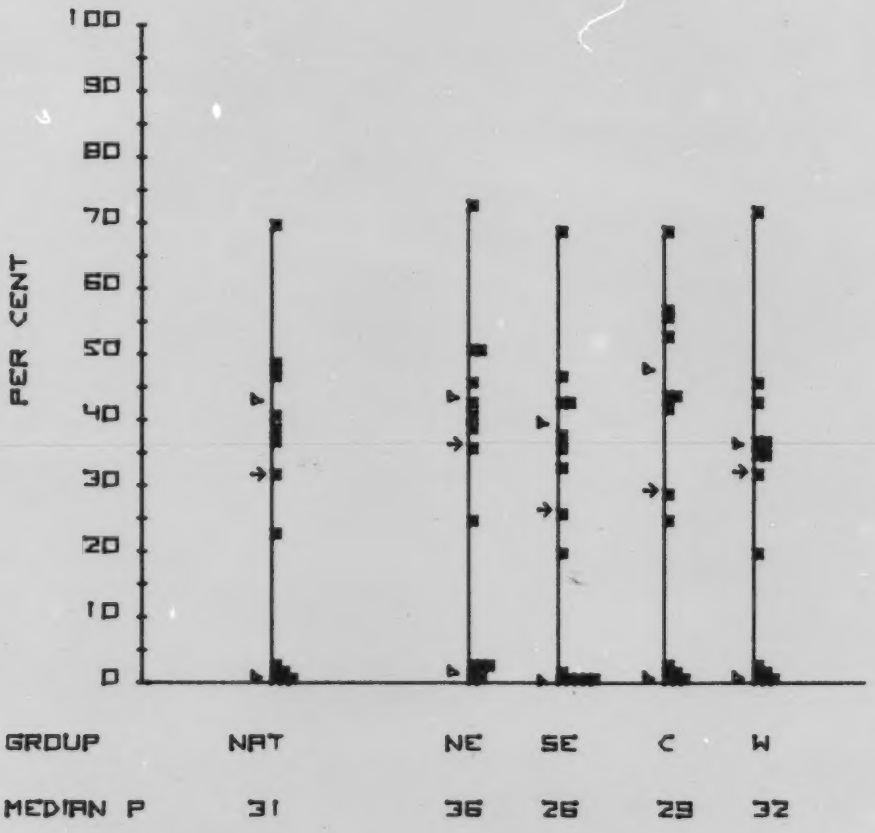
using differences from national percentages of success. One table of median Δp-values is included in Chapter 7 of this report. A definition follows:

> *Median ΔP-Value.* When the Δp-values have been rank ordered from positive to negative values, the middle Δp-value. For example: If on a set of five exercises the percentages of success for all 9-year-olds were 90%, 40%, 82%, 75% and 60%, and the percentages of success for a particular group -- Northeast 9-year-olds, for instance -- on these same exercises were, respectively, 95%, 44%, 85%, 77% and 61%, then the group's differences would be +5%, +4%, +3%, +2% and +1%. The group's median difference from the national performance level -- that figure above and below which 50% of its exercise differences lie -- would be +3%. If more than 12 exercises are summarized the median difference provides a stable indicator of a group's typical performance over the set of exercises.



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All exhibits in this report are accompanied by information about the number of observations (p-values or Δp-values) that were used in the analyses. Each single-part exercise contributed one p-value (one observation or black box) to the summary analyses. For some multi-part exercises, subject-matter specialists and educators decided that respondents must have all parts acceptable in order to achieve an acceptable performance level on an exercise. Other multi-part exercises were often analyzed as if each part was a separate exercise.

Limitations of the Data

Clearly neither this booklet, nor future Assessment reports, will answer all the questions people have about the effectiveness of music education. However, data is provided about specific groups of exercises, and these data can be used to make generalizations about the results of music education.

Interpretation of the data is a difficult process. The results may prove encouraging from one perspective, discouraging from another. Much of the data may only confirm what the readers might already suspect, but documentation itself is a positive and important step. Each reader will have to assimilate the data to draw his own conclusions. It is our hope that this assessment will raise and encourage questions, promote widespread discussion, serve as a stimulus for further research and help raise the quality of music education in America.

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CHAPTER 2

MUSIC PERFORMANCE THEME

The exercises summarized in this chapter were designed to measure abilities related to musical performance. All of the exercises were administered to one respondent at a time. An administrator read the instructions for the task and recorded the individual's musical response on a tape recorder. The response tapes were scored by a specially trained staff of music educators. They scored each response according to various criteria set forth in scoring guides developed by music consultants. The specific exercises and criteria used may be found in the *Music Technical Report: Exercise Volume, Report 03-MU-20* and *The First National Assessment of Musical Performance, Report 03-MU-01.* Although each response was scored on three or four dimensions, for summary purposes in this report, each exercise or exercise part is represented by one p-value, which represents the percentage of individuals in the group who performed acceptably on the performance task.

The first summary graphs in this chapter, pages 13-16, depict the range of percentages for the nation and each group for the exercises clustered in the musical performance theme. Median p-values are designated with an → and hinge p-values with a ◣. The first exhibit shows percentages for the various reporting groups of 9-year-olds, the second exhibit shows percentages for 13-year-olds, the third for 17-year-olds and the fourth for young adults. The abbreviated labels for the reporting groups are explained in Chapter 1.

For example, on page 13 it can be seen that 9-year-old percentages for the nation as a whole range from 0% to 70%. Their median percentage is 31%. The range of the middle 50% of the exercises is between the lower hinge of 1% and the upper hinge of 43%. A group's typical performance is indicated by its median percentage and the range of the middle 50% of its exercise percentages. So it can be seen that the Northeast typically performed slightly above the nation on these exercises. Their median percentage is 36%, and the range of the middle 50% of their exercises is between 2% and 44%.

To determine the content of specific exercises readers can use the cross-reference list in Appendix A to locate identification numbers for the exercises within the themes. Copies of the

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exercises can then be located in the *Music Technical Report: Exercise Volume, Report 03-MU-20* or *The First National Assessment of Musical Performance, Report 03-MU-01.*

When interpreting the group data in these exhibits, all the variables influencing the educational process must be considered. Within the limitations due to measurement and sampling error, the data accurately describe the educational achievements of the groups designated in our sample. However, when the data show that a group's overall level of achievement is either above or below the national level, we cannot say that any difference in achievement between that group and the nation as a whole is attributable solely to membership in that group.

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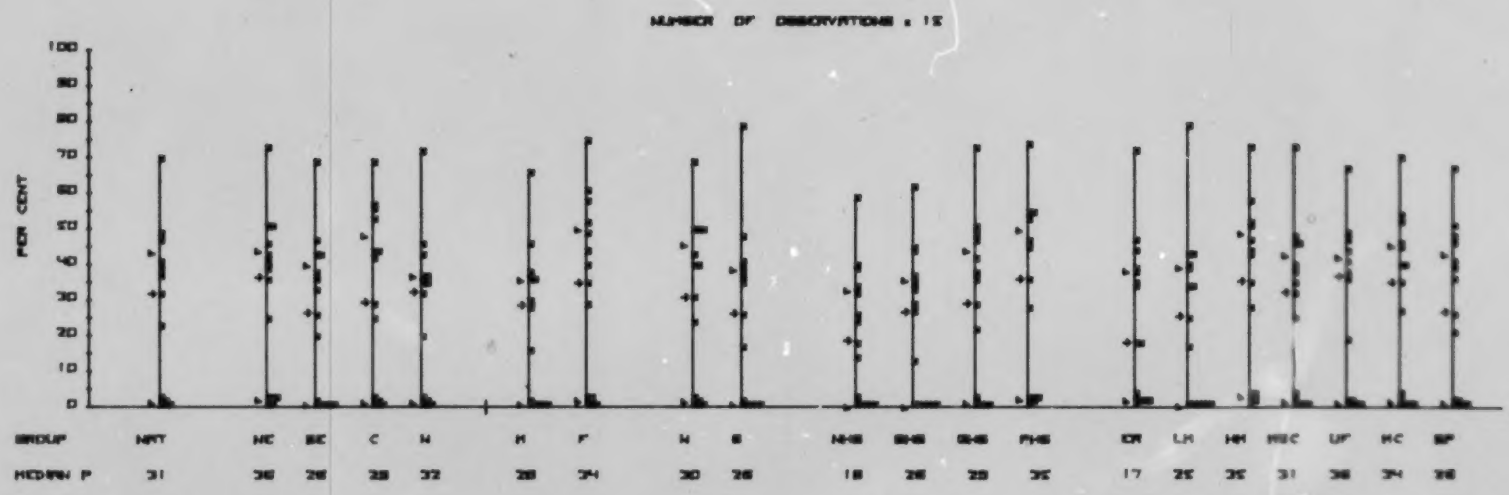
THEME 1

AGE 9



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THEME 1

AGE 13

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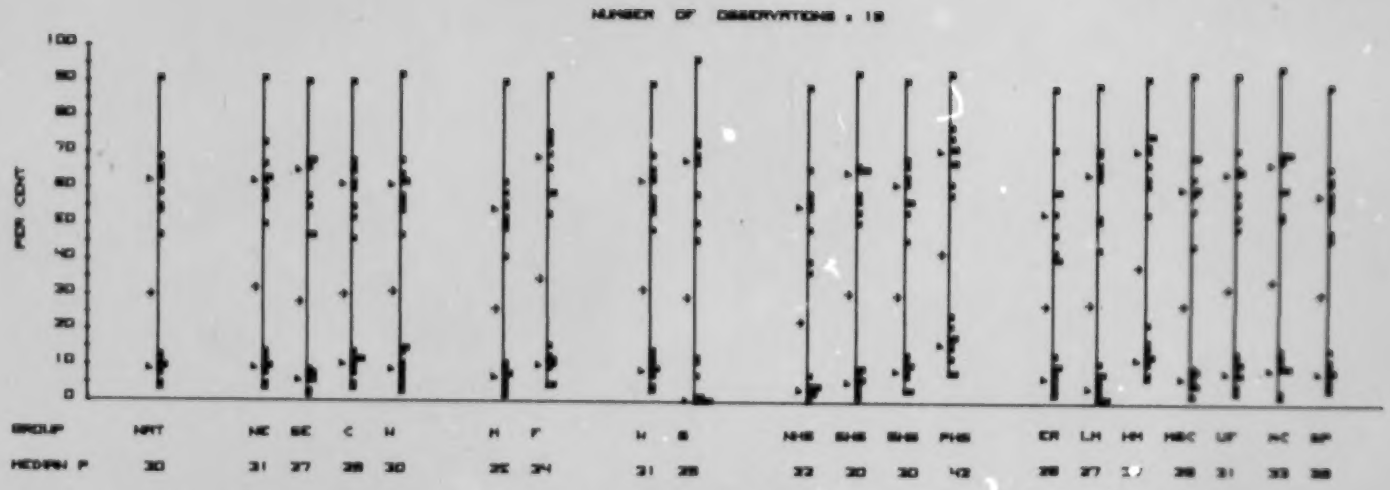
THEME 1

AGE 17

THEME 1

ADULT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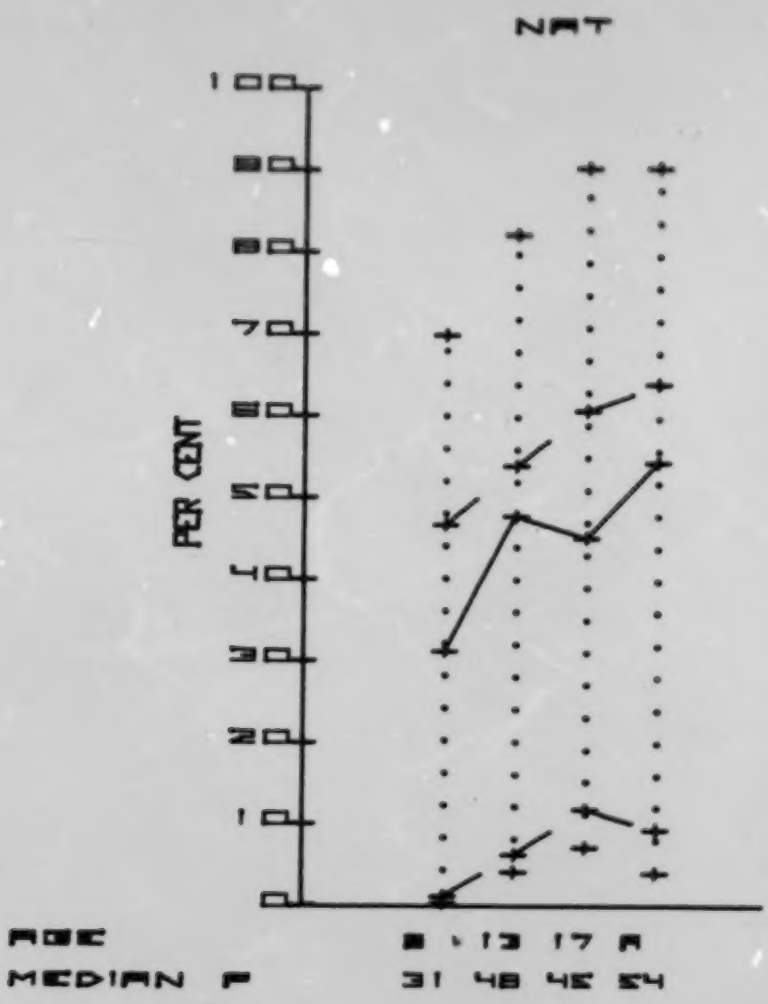
Overlap Exercises

The preceding exhibits enabled comparisons between groups within an age. However, all four age levels were not asked to respond to all the exercises. In some cases an exercise was administered at only one age, for example, 9-year-olds. Others were given at two or more age levels and are called overlaps.

Cross-age analyses can be made by comparing the national and group percentages of exercises taken at more than one age level. In the music assessment, 9-year-old exercises generally differed considerably from exercises given at the older ages. However, most of the musical performance exercises were administered to all four age levels, and the summaries for this theme include all ages.

Pages 19-24 contain summary graphs depicting cross-age comparisons for the exercises in the musical performance theme. There is an exhibit for each reporting category, comparing the four ages for the reporting groups in that category. The first exhibit displays regional comparisons; the second, male and female comparisons; the third, black and white comparisons; the fourth, parental-education comparisons; and the fifth and sixth, comparisons by size and type of community. Each exhibit also includes national percentages for the four age levels as a point of reference.

The range of percentages for each age level is represented by the dotted vertical lines (see the following graph). Median p-values are noted below the graph for each age, as well as connected across ages by a solid line on the graph. It can be seen that the median percentage on the musical performance exercises was 31% for 9-year-olds. It increased to 48% for 13-year-olds, and then decreased to 45% for 17-year-olds. The median percentage for adults was the highest at 54%. Upper and lower hinges are connected by dashes. For each age level, the distance between the dashed lines indicates the range of the middle 50% of the p-values for that age.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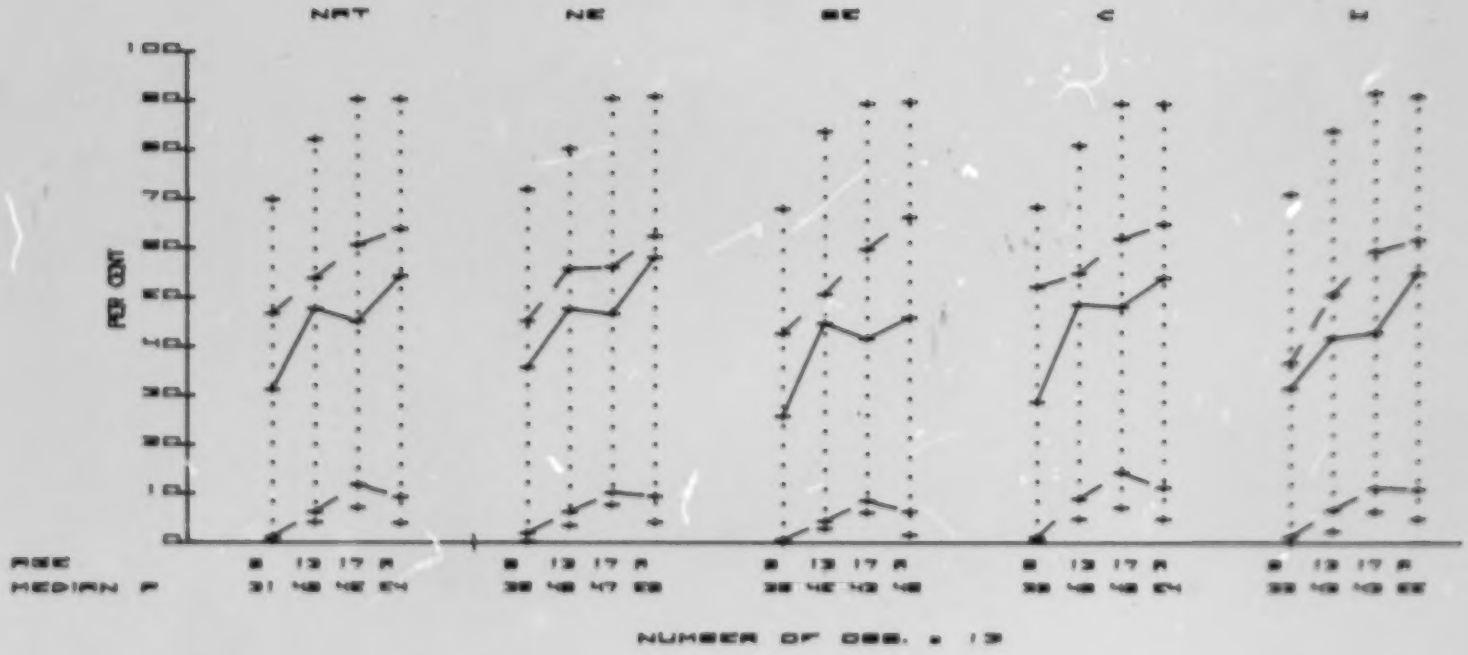
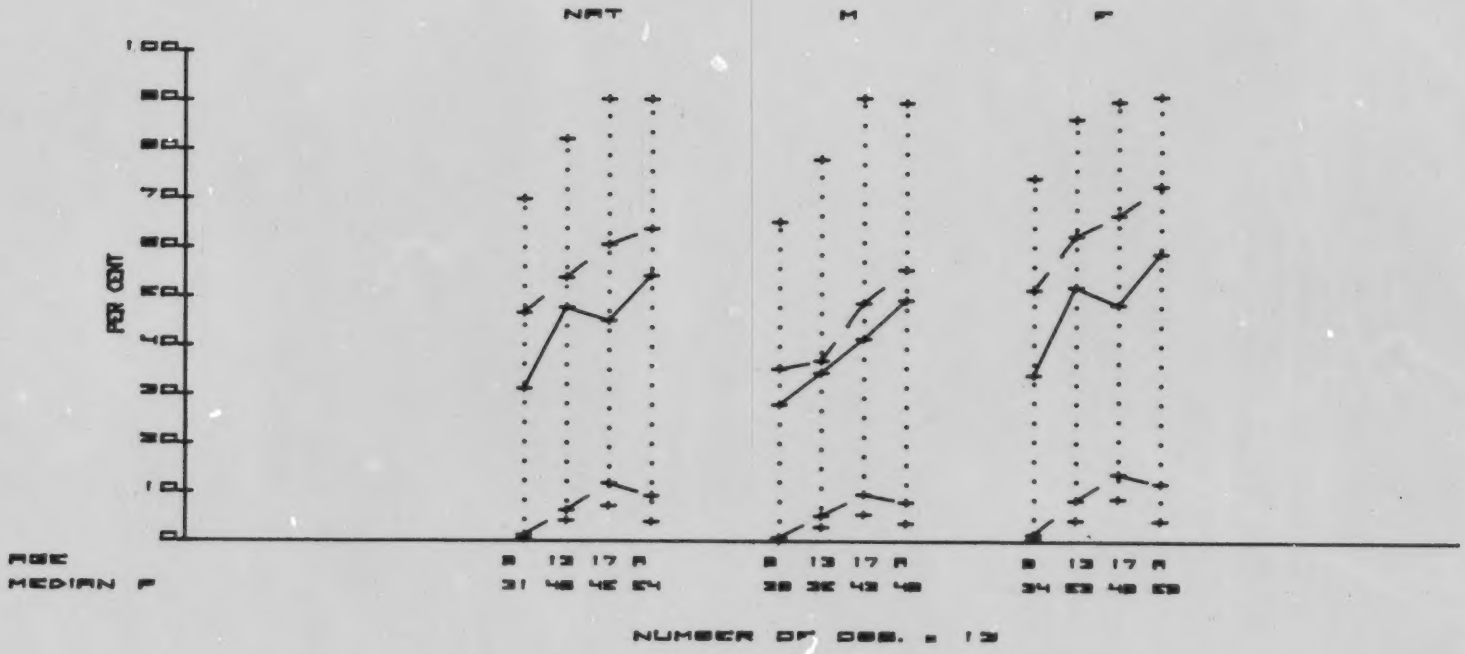
THEME 1

OVERLAP -- ALL AGES



THEME I

OVERLAP -- ALL AGES

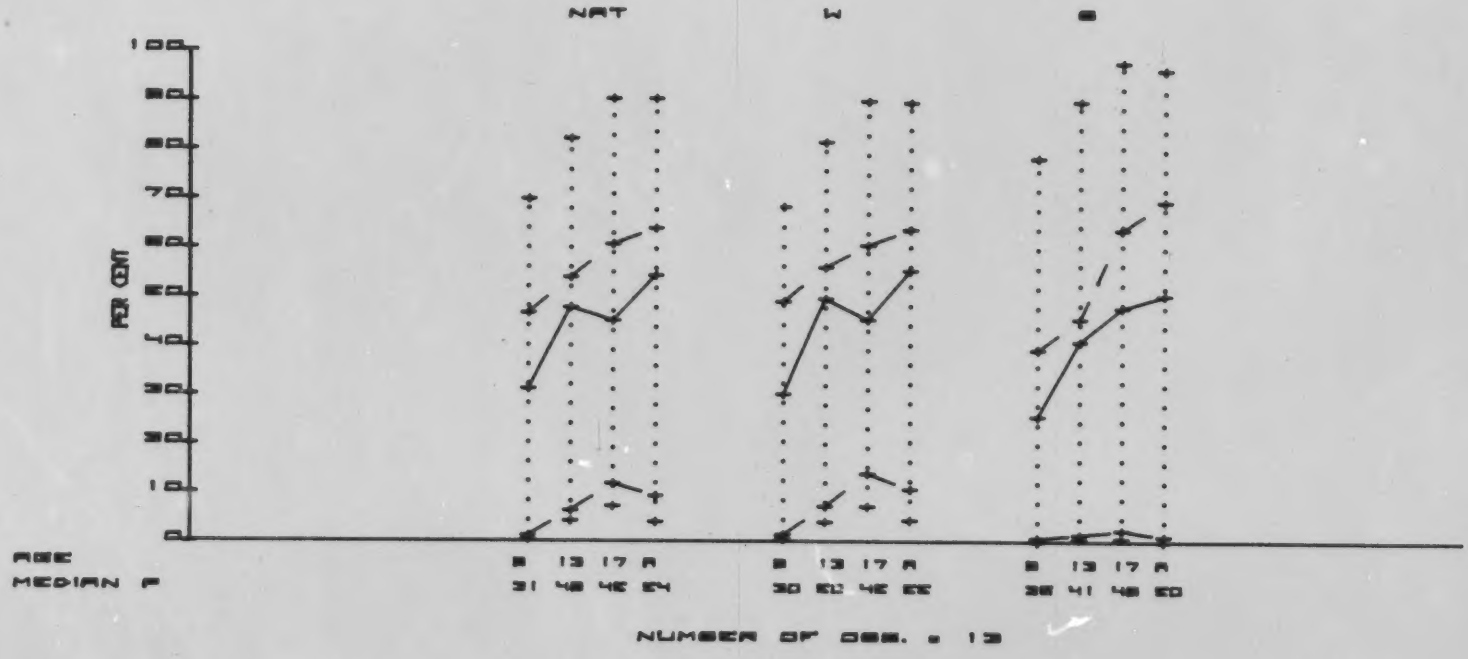


00028

00269

THEME 1

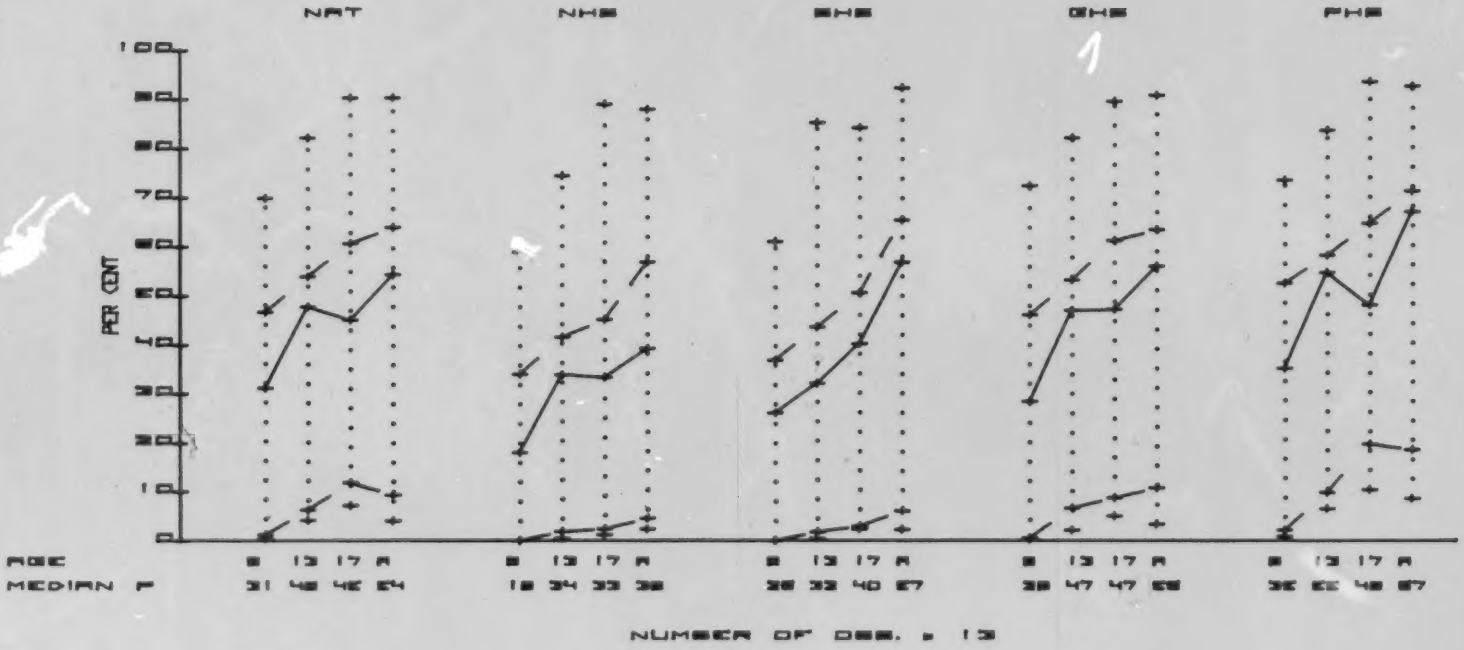
OVERLAP -- ALL AGES



00030

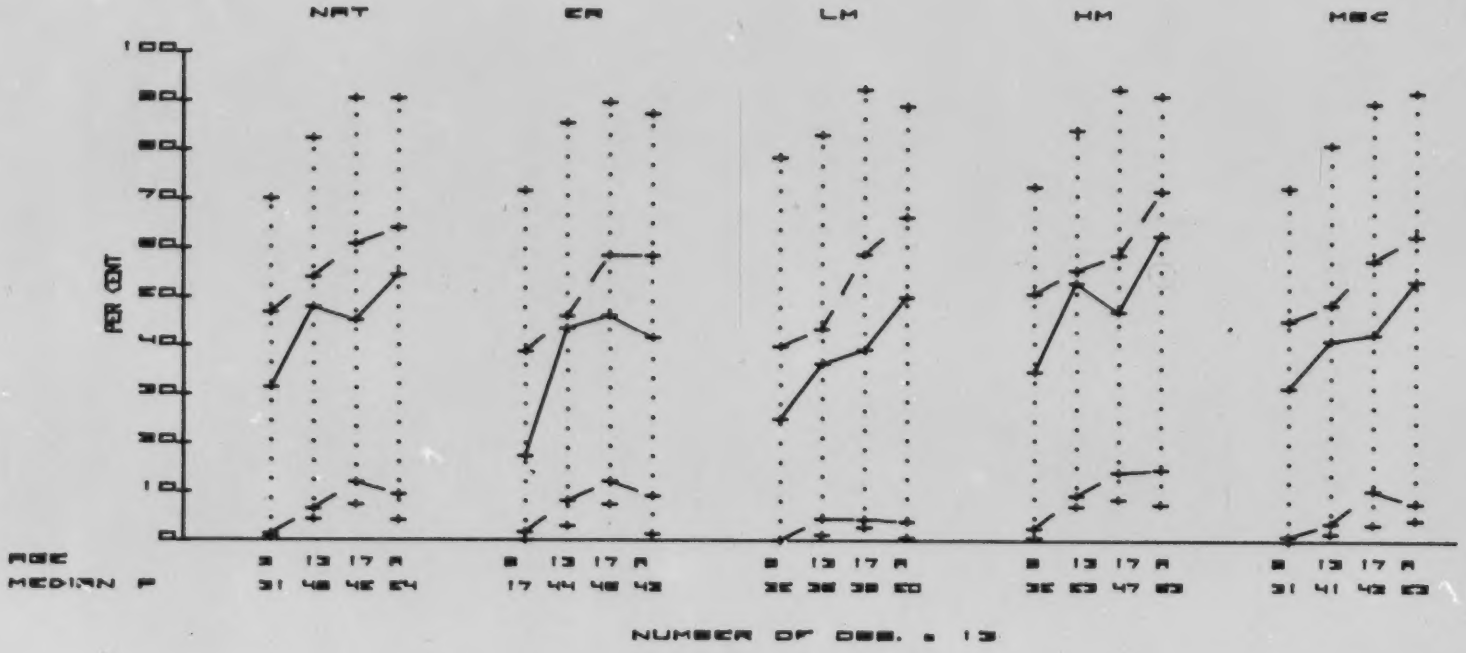
THEME 1

OVERLAP -- ALL AGES



THEME I

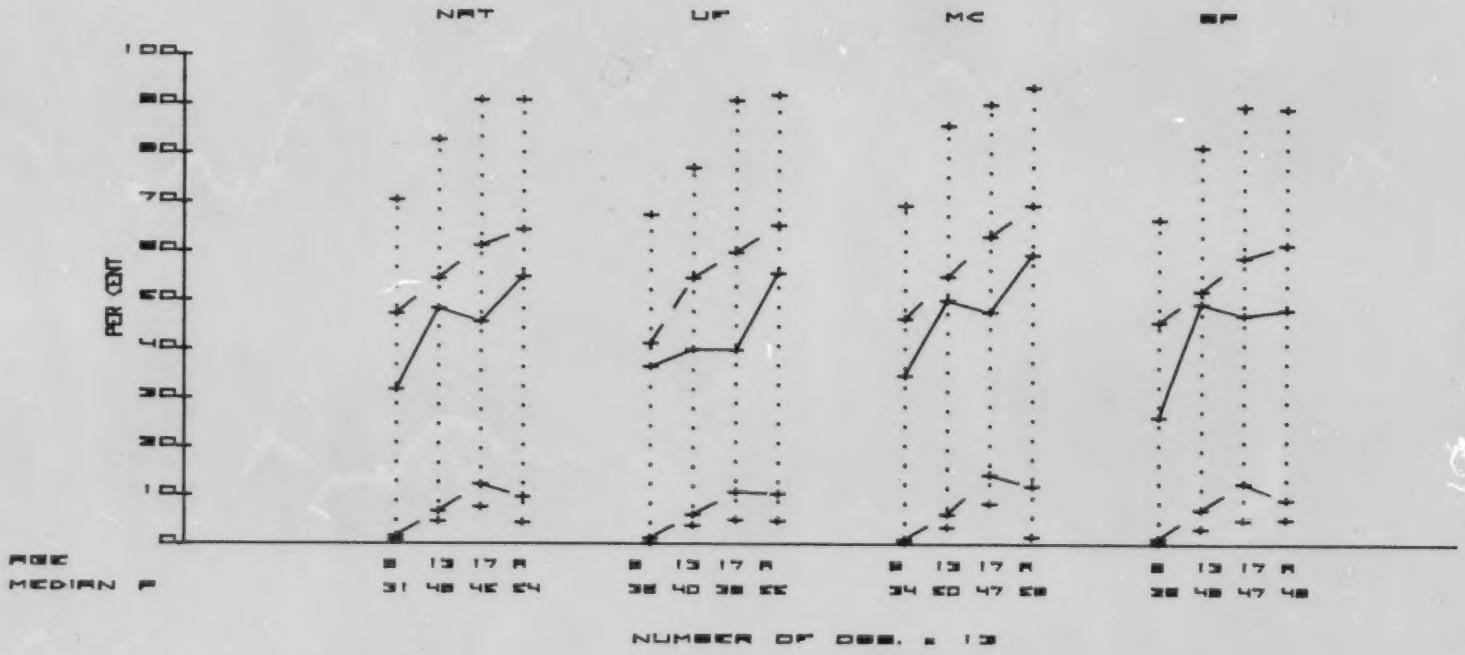
OVERLAP -- ALL AGES



00031

THEME 1

OVERLAP -- ALL AGES



00032

CHAPTER 3

MUSICAL NOTATION AND TERMINOLOGY THEME

Three closely related sets of exercises were developed to measure abilities in this area. The first set dealt with the vocabulary commonly used to describe music elements, forms, tempi, dynamics and interpretive characteristics. Exercises in this group dealt with the meanings of simple words like loud and soft as well as with more sophisticated musical terms like largo. The second set dealt with music notation. At the simplest level, exercises involved recognizing the treble clef; at a more difficult level, exercises required reading a key signature or explaining the meaning of a crescendo. In the third set of exercises, individuals were asked to follow notation while listening to a piece of music. In one case, they followed pedagogical line notation for "Are You Sleeping?" In another case they followed a 12-part score from the beginning of Beethoven's *Symphony No. 7 in A Major*.

The first summary graphs in this chapter, pages 27-30, depict the range of percentages for the nation and each group for the exercises clustered in the notation and terminology theme. Median p-values are designated with an → and hinge p-values with a ◣. The first exhibit shows percentages for the various reporting groups of 9-year-olds, the second exhibit shows percentages for 13-year-olds, the third for 17-year-olds and the fourth for young adults. The abbreviated labels for the reporting groups are explained in Chapter 1.

For example, on page 27 it can be seen that 9-year-old percentages for the nation as a whole range from 3% to 96%. Their median percentage is 38%. The range of the middle 50% of the exercises is between the lower hinge of 26% and the upper hinge of 44%. A group's typical performance is indicated by its median percentage and the range of the middle 50% of its exercise percentages. It can be seen that at age 9 many groups performed about the same as the nation on these exercises. For example, the Central region median percentage is 38%. The range of the middle 50% of their exercises is between 27% and 47%.

To determine the content of specific exercises, readers can use the cross-reference list in Appendix A to locate identification numbers for the exercises within the themes. Copies of the exercises can then be located in the *Music Technical Report: Exercise Volume, Report 03-MU-20*.

00033

When interpreting the group data in these exhibits, all the variables influencing the educational process must be considered. Within the limitations due to measurement and sampling error, the data accurately describe the educational achievements of the groups designated in our sample. However, when the data show that a group's overall level of achievement is either above or below the national level, we cannot say that any difference in achievement between that group and the nation as a whole is attributable solely to membership in that group.

00035

THEME 2
AGE 1-3
NUMBER OF OBSERVATIONS = 60
PCT CONT
GROUP
HOSPITAL

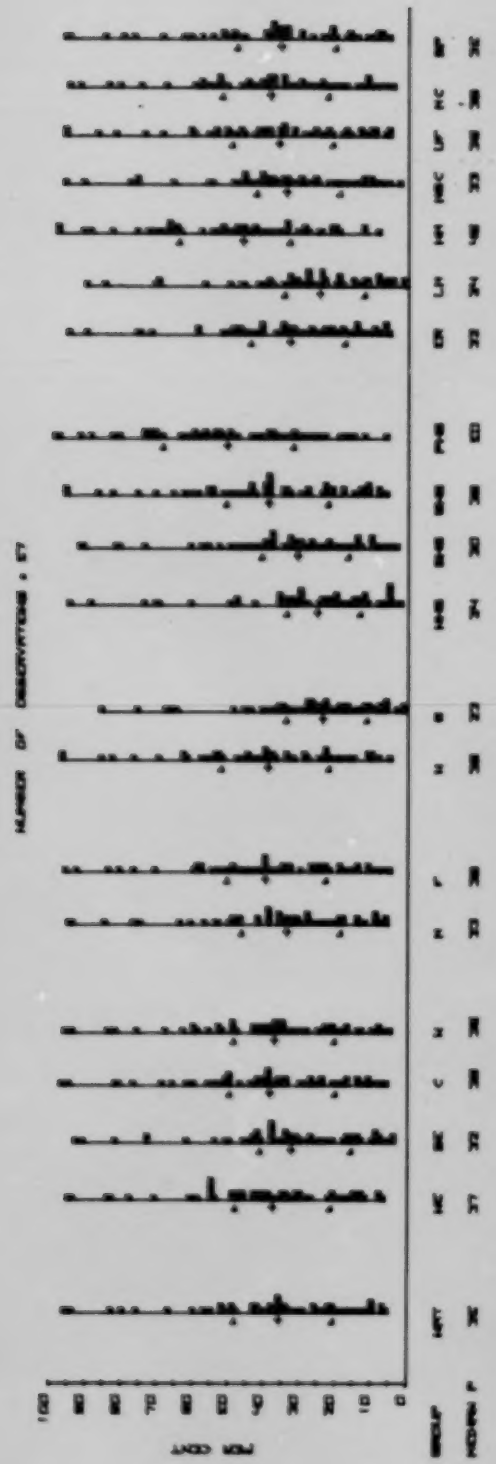
00036

TIEME 2

AGE - 7

THEME 2

ADULT



Overlap Exercises

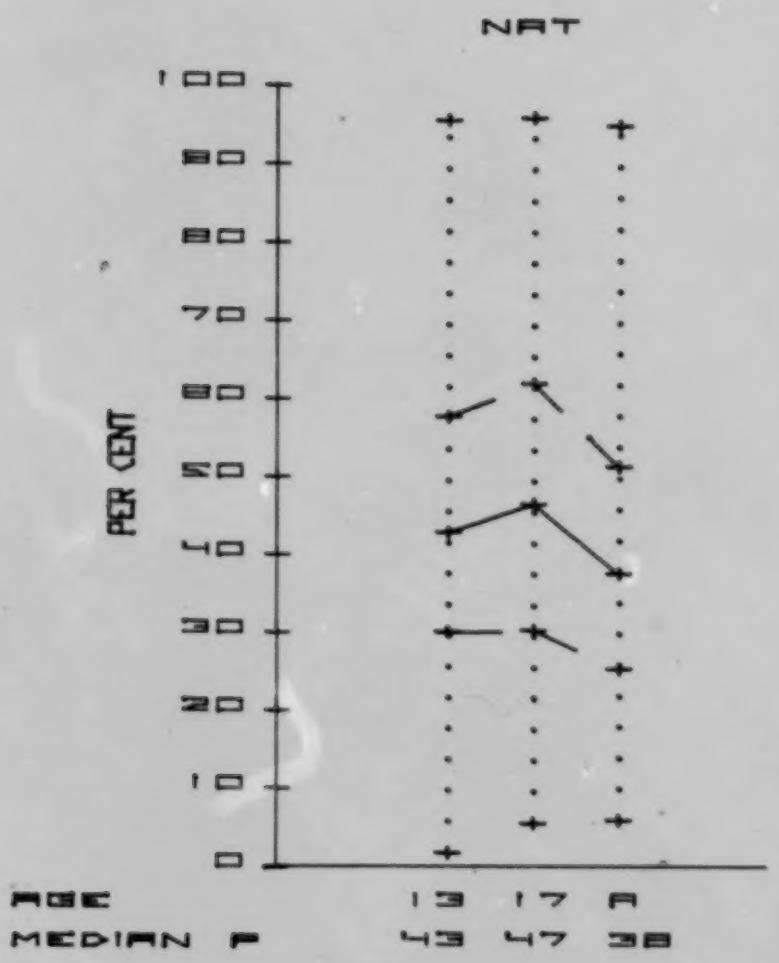
The preceding exhibits enabled comparisons between groups within an age. However, all four age levels were not asked to respond to all the exercises. In some cases an exercise was administered at only one age, for example, 9-year-olds. Others were given at two or more age levels and are called overlaps.

Cross-age analyses can be made by comparing the national and group percentages of exercises taken at more than one age level. In the music notation and terminology theme, 9-year-old exercises differed considerably from exercises given at the older ages. Therefore, comparisons are only made for 13-year-olds, 17-year-olds and young adults, since 45 of the same exercises were given to these three age levels.

Pages 33-38 contain summary graphs depicting cross-age comparisons for the exercises in the notation and terminology theme. There is an exhibit for each reporting category, comparing the three ages for the reporting groups in that category. The first exhibit displays regional comparisons; the second, male and female comparisons; the third, black and white comparisons; the fourth, parental-education comparisons; and the fifth and sixth, comparisons by size and type of community. Each exhibit also includes national percentages for the three age levels as a point of reference.

The range of percentages for each age level is represented by the dotted vertical lines (see the following graph). Median p-values are noted below the graph for each age, as well as connected across ages by a solid line on the graph. It can be seen that the median percentages on the notation and terminology exercises were 43% for 13-year-olds and 47% for 17-year-olds. The median percentage for adults decreased to 38%. Upper and lower hinges are connected by dashes. For each age level, the distance between the dashed lines indicates the range of the middle 50% of the p-values for that age.

00039


NAT
100
90
80
70
60
50
40
30
20
10
0
PER CENT
AGE
MEDIAN P
13
43
17
47
A
38

THEME 2 -- 13 17 A
OVERLAP

00042

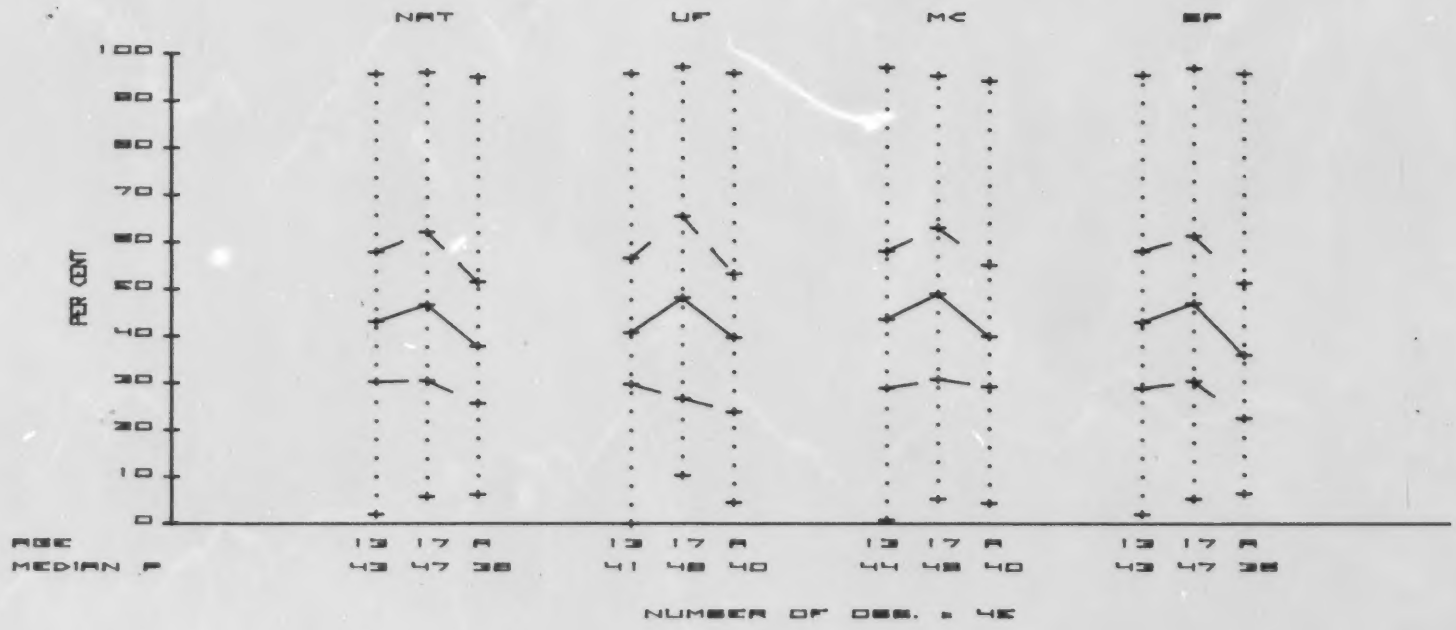
THEME 2
OVERLAP -- 13 17 A
PER CENT

00044

00645

THEME 2

OVERLAP -- 13 17 A



CHAPTER 4

INSTRUMENTAL AND VOCAL MEDIA THEME

Three types of exercises were used to measure the ability to discriminate among instrumental and vocal media. The first group involved presenting a taped recording of a short performance, sometimes by one instrument or voice, sometimes by several. Respondents were then asked which instruments or voice types were performing. The attempt was made to minimize the problem of verbal identification in some of the exercises administered to the younger groups by asking only whether, for example, the sound was made by an instrument that is played by blowing or by striking. However, most exercises required a specific instrument name or one of four voice types -- soprano, alto, tenor, bass. Some of the more difficult exercises required identifying the instrument that played the leading part in a more complex work.

Exercises in the second group involved asking respondents to identify the picture of a certain instrument or instrument family. The third group of exercises, which did not use musical recorded stimulu, measured knowledge about how certain instruments are played -- by blowing, by striking, by plucking or by drawing a bow across them.

The first summary graphs in this chapter, pages 41-44, depict the range of percentages for the nation and each group for the exercises clustered in the instrumental and vocal media theme. Median p-values are designated with an → and hinge p-values with a ◣ . The first exhibit shows percentages for the various reporting groups of 9-year-olds, the second exhibit shows percentages for 13-year-olds, the third for 17-year-olds and the fourth for young adults. The abbreviated labels for the reporting groups are explained in Chapter 1.

For example, on page 41 it can be seen that 9-year-old percentages for the nation as a whole are relatively high, ranging from 9% to 97%. Their median percentage is 76%. The range of the middle 50% of the exercises is between the lower hinge of 58% and the upper hinge of 85%. A group's typical performance is indicated by its median percentage and the range of the middle 50% of its exercise percentages. So it can be seen that the Northeast typically performed about 5 percentage points above the nation on these exercises. Their median percentage is 81%, and the range of the middle 50% of their exercises is between 65% and 90%.

00047

To determine the content of specific exercises, readers can use the cross-reference list in Appendix A to locate identification numbers for the exercises within the themes. Copies of the exercises can then be located in the *Music Technical Report: Exercise Volume, Report 03-MU-20*.

When interpreting the group data in these exhibits, all the variables influencing the educational process must be considered. Within the limitations due to measurement and sampling error, the data accurately describe the educational achievements of the groups designated in our sample. However, when the data show that a group's overall level of achievement is either above or below the national level, we cannot say that any difference in achievement between that group and the nation as a whole is attributable solely to membership in that group.

00048

THEME 3
PAGE 9
NUMBER OF OBSERVATIONS = 63
PCR CONT
GROUP
MCDRN P

00049

THEME 3
AGE - 3

00051

THEME 3

ADULT

00052

Overlap Exercises

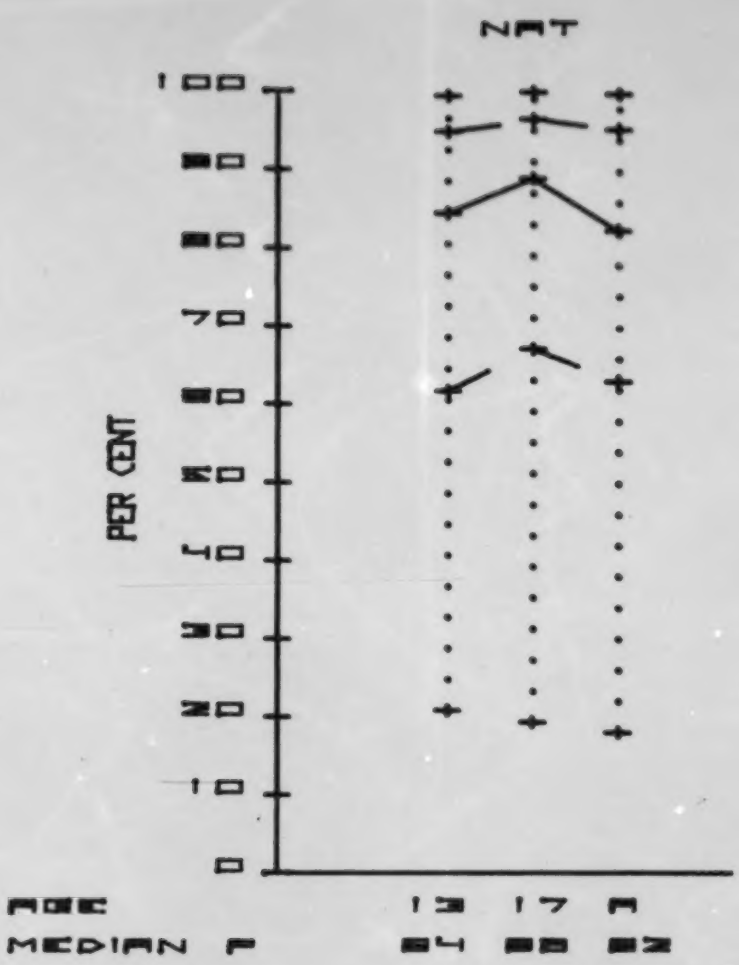
The preceding exhibits enabled comparisons between groups within an age. However, all four age levels were not asked to respond to all the exercises. In some cases an exercise was administered at only one age, for example, 9-year-olds. Others were given at two or more age levels and are called overlaps.

Cross-age analyses can be made by comparing the national and group percentages of exercises taken at more than one age level. In the instrumental and vocal media theme, 9-year-old exercises differed considerably from exercises given at the older ages. Therefore, comparisons are only made for 13-year-olds, 17-year-olds and young adults, since 42 of the same exercises were given to these three age levels.

Pages 47-52 contain summary graphs depicting cross-age comparisons for the exercises in the instrumental and vocal media theme. There is an exhibit for each reporting category, comparing the three ages for the reporting groups in that category. The first exhibit displays regional comparisons; the second, male and female comparisons; the third, black and white comparisons; the fourth, parental-education comparisons; and the fifth and sixth, comparisons by size and type of community. Each exhibit also includes national percentages for the three age levels as a point of reference.

The range of percentages for each age level is represented by the dotted vertical lines (see the following graph). Median p-values are noted below the graph for each age, as well as connected across ages by a solid line on the graph. It can be seen that the median percentages on the instrumental and vocal media exercises were 84% for 13-year-olds and 89% for 17-year-olds. The median percentage for adults decreased to 82%. Upper and lower hinges are connected by dashes. For each age level, the distance between the dashed lines indicates the range of the middle 50% of the p-values for that age.

00053


NAT
100
90
80
70
60
50
40
30
20
10
0
PER CENT
AGE
MEDIAN P
13
17
54
88
82

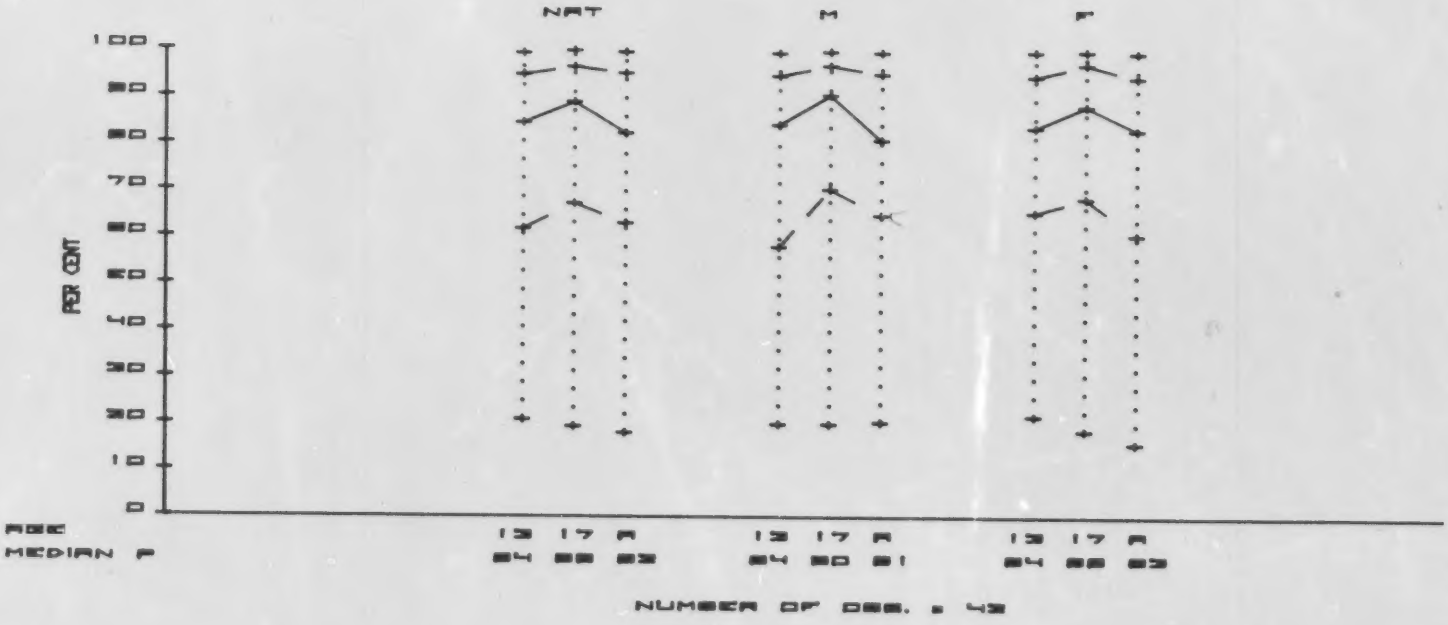
00054

THEME 3 -- 13 17 A
OVERLAP

95000

THEME 3

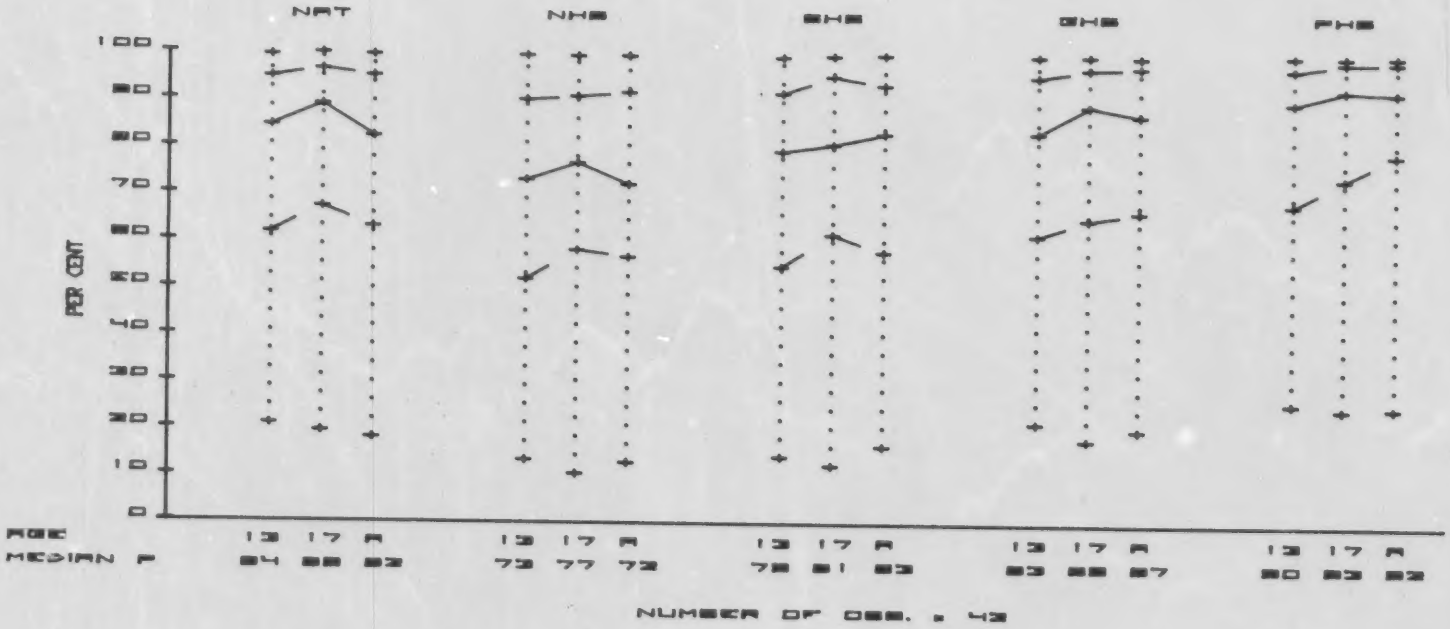
OVERLAP -- 13 17 A



00057

THEME 3

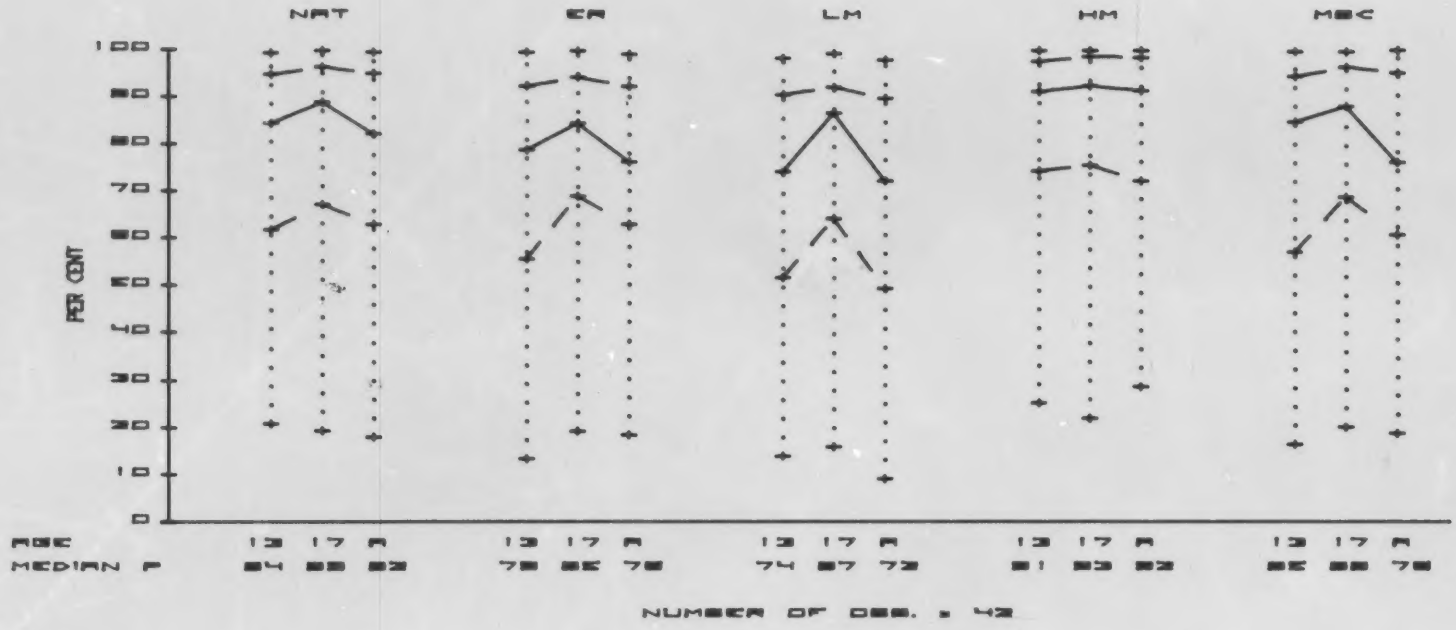
OVERLAP -- 13 17 A



65000

THEME 3

OVERLAP -- 13 17 A



00060

CHAPTER 5

MUSIC HISTORY AND LITERATURE THEME

This chapter includes measures of knowledge about the periods of music history, musical genres and styles and music literature. Most of the questions about the periods of music history were of the traditional pencil-and-paper variety. People had to indicate the chronological order of five broad style periods, to identify representative composers from each period and to match period names with short descriptions of their characteristics. Other questions required classifying unidentified recorded performances into one of the periods.

Exercises in the second group required less knowledge of chronology, but did require the ability to discriminate between the styles of several recorded selections. Several exercises in this group, for example, asked which of three works were probably composed by the same person. Other exercises asked for the names of various genres and jazz styles.

The final group of exercises asked for the composer or title of several recorded selections. Some were traditional American songs; others, familiar classical selections. For the most part, history and literature exercises were not administered to 9-year-olds.

The first summary graphs in this chapter, pages 55-58, depict the range of percentages for the nation and each group for the exercises clustered in the history and literature theme. Median p-values are designated with an → and hinge p-values with a ◣. The first exhibit shows percentages for the various reporting groups of 9-year-olds, the second exhibit shows percentages for 13-year-olds, the third for 17-year-olds and the fourth for young adults. The abbreviated labels for the reporting groups are explained in Chapter 1.

For the sake of complete presentation of the data, exhibits are included for the 9-year-olds, even though they only had nine exercises in this theme. The medians and hinges are unstable estimates with this small number of exercises, and they should be used with caution.

In the 13-year-old exhibit, on page 56, it can be seen that percentages for the nation as a whole range from 0% to 92%.

00061

Their median percentage is relatively low at 20%. The range of the middle 50% of the exercises is between the lower hinge of 11% and the upper hinge of 42%. A group's typical performance is indicated by its median percentage and the range of the middle 50% of its exercise percentages. So it can be seen that almost all of the groups performed close to the national level. For example, the Northeast median percentage is 20%, and the range of the middle 50% of their exercises is between 13% and 46%.

To determine the content of specific exercises, readers can use the cross-reference list in Appendix A to locate identification numbers for the exercises within the themes. Copies of the exercises can then be located in the *Music Technical Report: Exercise Volume, Report 03-MU-20.*

When interpreting the group data in these exhibits, all the variables influencing the educational process must be considered. Within the limitations due to measurement and sampling error, the data accurately describe the educational achievements of the groups designated in our sample. However, when the data show that a group's overall level of achievement is either above or below the national level, we cannot say that any difference in achievement between that group and the nation as a whole is attributable solely to membership in that group.

00062

THEME J

PAGE 9

00063

00064

00065

THEME J

ADULT

00066

Overlap Exercises

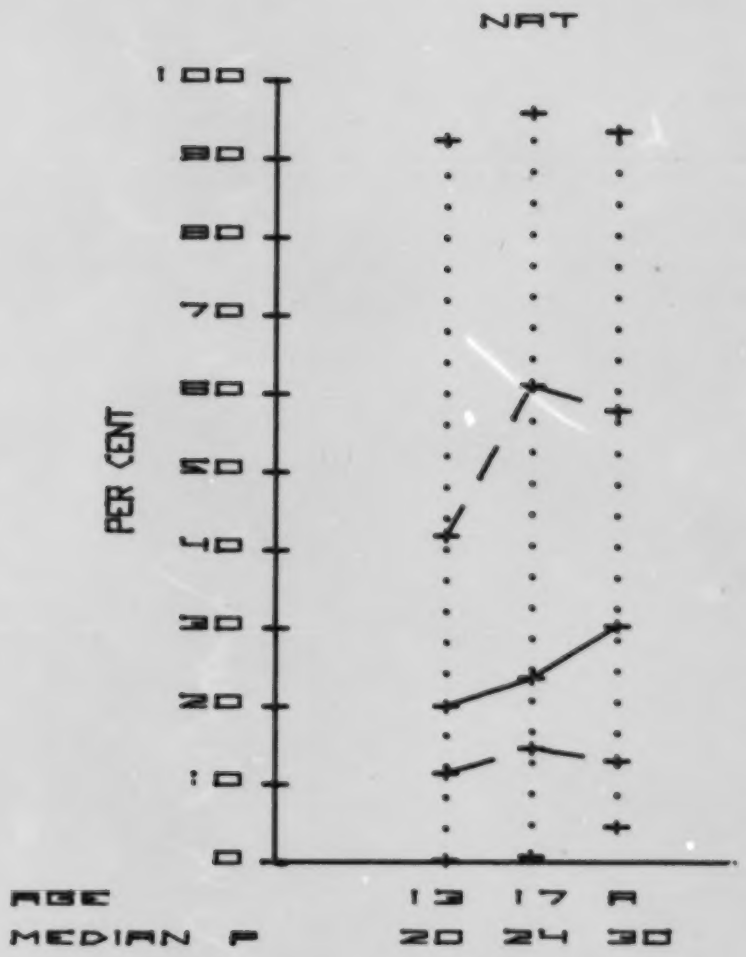
The preceding exhibits enabled comparisons between groups within an age. However, all four age levels were not asked to respond to all the exercises. In some cases an exercise was administered at only one age, for example, 9-year-olds. Others were given at two or more age levels and are called overlaps.

Cross-age analyses can be made by comparing the national and group percentages of exercises taken at more than one age level. In the history and literature theme there were only nine 9-year-old exercises, and they differed considerably from exercises given at the older ages. Therefore, comparisons are only made for 13-year-olds, 17-year-olds and young adults, since 78 of the same exercise parts were given to these three age levels.

Pages 61-66 contain summary graphs depicting cross-age comparisons for the exercises in the history and literature theme. There is an exhibit for each reporting category, comparing the three ages for the reporting groups in that category. The first exhibit displays regional comparisons; the second, male and female comparisons; the third, black and white comparisons, the fourth, parental-education comparisons; and the fifth and sixth, comparisons by size and type of community. Each exhibit also includes national percentages for the three age levels as a point of reference.

The range of percentages for each age level is represented by the dotted vertical lines (see the following graph). Median p-values are noted below the graph for each age, as well as connected across ages by a solid line on the graph. It can be seen that the median percentages on the history and literature exercises increased with age from 20% for 13-year-olds to 24% for 17-year-olds to 30% for adults. Upper and lower hinges are connected by dashes. For each age level, the distance between the dashed lines indicates the range of the middle 50% of the p-values for that age.

00067


NAT
100
90
80
70
60
50
40
30
20
10
0
PER CENT
AGE
MEDIAN P
13
17
A
20
24
30

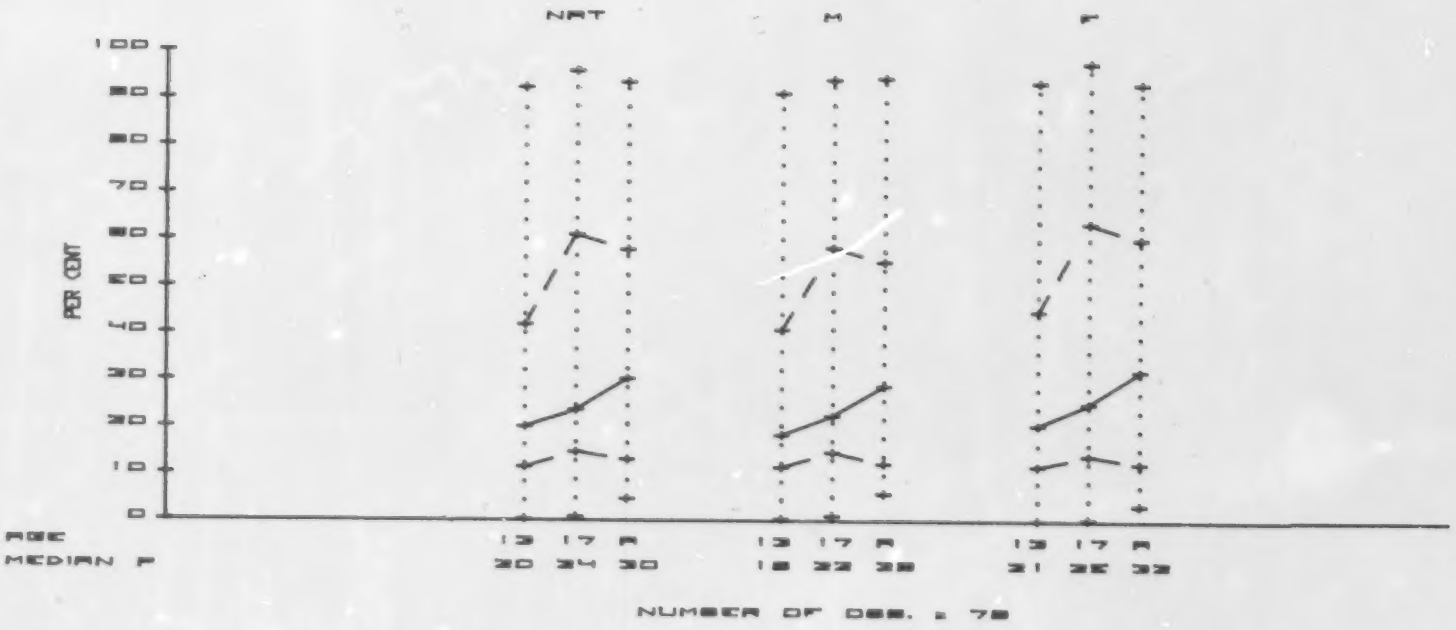
00068

00069

04000

THEME 4

OVERLAP -- 13 17 A



00071

00072

00073

00074

CHAPTER 6

ATTITUDES TOWARD MUSIC THEME

The exercises that were designed to measure attitudes toward music were self-report measures, and most of them were multi-part exercises. Individuals were asked whether they played instruments and whether they belonged to vocal groups. They also responded to questions about whether they liked music and how often they listened to music and attended live musical programs. A complete presentation of the exercises is given in the *Music Technical Report: Exercise Volume, Report 03-MU-20* and in *An Assessment of Attitudes Toward Music, Report 03-MU-03*. Only some parts of the self-report exercises were selected to go into the summaries for this theme. All parts that are included measured whether people had positive attitudes toward music as expressed by a reported willingness to listen and to involve themselves in musical experiences.

The first summary graphs in this chapter, pages 69-72, depict the range of percentaes for the nation and each group for the exercises clustered in the attitudes theme. Median p-values are designated with an → and hinge p-values with a ◣. The first exhibit shows percentages for the various reporting groups of 9-year-olds, the second exhibit shows percentages for 13-year-olds, the third for 17-year-olds and the fourth for young adults. The abbreviated labels for the reporting groups are explained in Chapter 1.

For the sake of complete presentation of the data, exhibits are included for the 9-year-olds, even though they had only eight exercises in this theme. The medians and hinges are unstable estimates with this small number of exercises, and they should be used with caution.

In the 13-year-old exhibit, on page 70, it can be seen that percentages for the nation as a whole range from 17% to 93%. Their median percentage is 62%. The range of the middle 50% of the exercises is between the lower hinge of 44% and the upper hinge of 78%. A group's level of positive attitudes toward music is indicated by its median percentage and the range of the middle 50% of its exercise percentages. So it can be seen that the Southeast typically performed slightly above the nation on these exercises. Their median percentage is 67%, and the range of the middle 50% of their exercises is between 47% and 80%.

00075

When interpreting the group data in these exhibits, all the variables influencing the educational process must be considered. Within the limitations due to measurement and sampling error, the data accurately describe the educational achievements of the groups designated in our sample. However, when the data show that a group's overall level of achievement is either above or below the national level, we cannot say that any difference in achievement between that group and the nation as a whole is attributable solely to membership in that group.

00076

TIME 5
AGE 5
NUMBER OF OBSERVATIONS = 8
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP
MEDIAN P
NRT
NE
SE
C
W
M
F
W
B
NHS
BHS
PHS
DR
LM
MM
MBC
LP
MC
BP
71
70
78
71
71
73
73
71
73
70
70
75
71
72
71
71
70
70
73

00077

THEME 5
AGE 1-3
NUMBER OF OBSERVATIONS = 18
PER CENT
100 90 80 70 60 50 40 30 20 10 0
GROUP
MEDRN P
NRT 82
NE 81 87 81 80
C
H
M 82 85
F
M 82 70
B
NHS SHS BHS PHS 88 88 87 84
DR LH HH MBC UP KC BP 88 87 82 87 82 80 80

00078

00079

THEME 5

ADULT

00080

Overlap Exercises

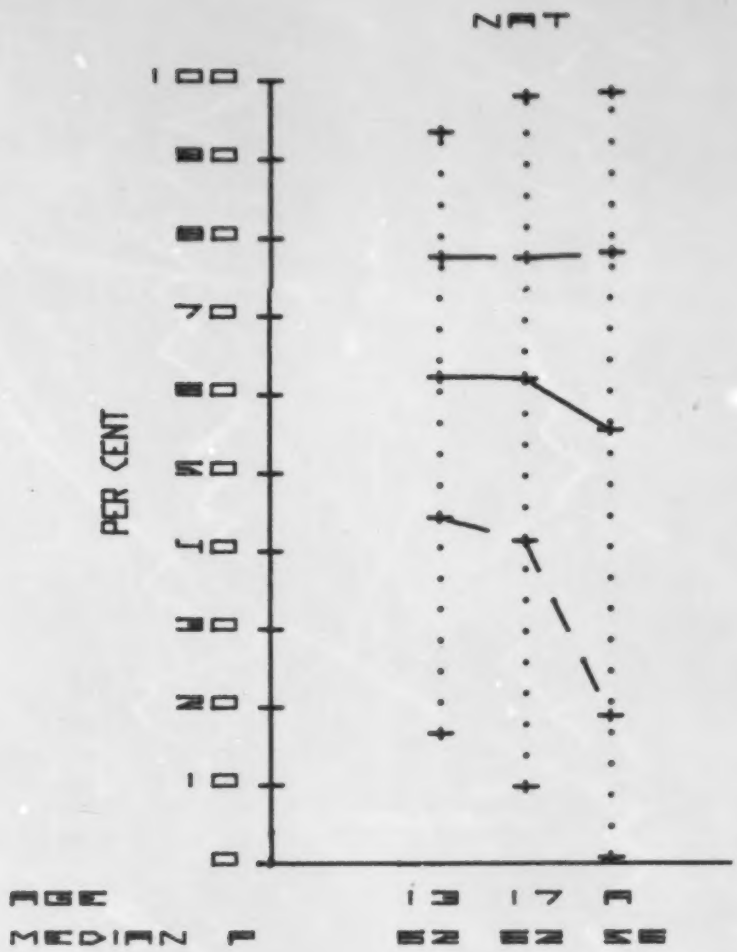
The preceding exhibits enabled comparisons between groups within an age. However, all four age levels were not asked to respond to all the exercises. In some cases an exercise was administered at only one age, for example, 9-year-olds. Others were given at two or more age levels and are called overlaps.

Cross-age analyses can be made by comparing the national and group percentages of exercises taken at more than one age level. In the theme attitudes toward music, there were only 8 9-year-old exercises, and they differed considerably from exercises given at the older ages. Therefore, comparisons are only made for 13-year-olds, 17-year-olds and young adults, since 16 of the same exercises were given to these three age levels.

Pages 75-80 contain summary graphs depicting cross-age comparisons for the exercises in the attitudes toward music theme. There is an exhibit for each reporting category, comparing the three ages for the reporting groups in that category. The first exhibit displays regional comparisons; the second, male and female comparisons; the third, black and white comparisons; the fourth, parental-education comparisons; and the fifth and sixth, comparisons by size and type of community. Each exhibit also includes national percentages for the three age levels as a point of reference.

The range of percentages for each age level is represented by the dotted vertical lines (see the following graph). Median p-values are noted below the graph for each age, as well as connected across ages by a solid line on the graph. It can be seen that the median percentages on the exercises about attitudes toward music were the same for 13- and 17-year-olds. The adult median, however, was lower at 56%. Upper and lower hinges are connected by dashes. For each age level, the distance between the dashed lines indicates the range of the middle 50% of the p-values for that age.

00081



00082

00083

00084

00085

00086

00087

00088

CHAPTER 7

SUMMARIES ACROSS THEMES

The first exhibit in this chapter compares overall national results for the four age levels on the five themes used in the analysis of the music data. For each age, the exercises within each of the themes have been ranked from highest to lowest percentage of success; and the median percentage, upper-hinge percentage and lower-hinge percentage have been identified. This graph can be used to establish the relative performance levels for the themes for each age level. Direct comparisons of percentages across age levels should not be attempted because of the different numbers of exercises involved.

A second exhibit in this chapter is a table of median Δp-values for each of the reporting groups. Results are displayed by age for each of the five themes, as well as the total universe of the music exercises. The national median p-value and number of exercise parts is also included for each theme.

A negative percentage indicates a group's performance was typically below the nation; a positive percentage indicates that a group's performance was typically above the nation. For example, the median Δp-value for 9-year-olds in the Northeast on Theme 3, instrumental and vocal media, is 4.4%. The 9-year-olds in the Northeast typically performed above the national level, and the median percentage at the national level was 76.4%. These two percentages cannot be added or subtracted since both are the result of a rank-ordering process -- one by p-values and the other by Δp-values. Since these rank orderings depend on the percentages and not the exercise, it is unlikely that these two percentages result from the same exercise. However, these two percentages do describe the typical performance of each group in terms of the national level of performance, as well as indicate how the nation tended to perform on the same set of exercises. It is important to recognize that although reported differences do exist and must be faced, membership in any of these groups should not be assumed to be the cause of a group's performance. The number of exercises for 9-year-olds in Themes 4 and 5 are too small to provide stable estimates of medians. However, in order to provide complete documentation of the results, these data are included in the exhibit.

00089

The majority of this chapter is devoted to cross-age analyses on the overlap exercises within each of the five themes. These graphs summarize the overlap information contained in Chapters 2-6. There is an exhibit for the national age results and for each reporting group, comparing 13-year-olds, 17-year-olds and young adults for the five music themes. Since many exercises administered at the older ages were not considered suitable for 9-year-olds, not enough exercises overlapped at age 9 to allow comparisons for that age level. The exception to this is in the musical performance theme, where the exercises usually overlapped at all four ages and 9-year-olds are included in the comparisons.

The graphs containing overlap information can be used to determine the relative strengths and weaknesses of the age levels on the themes for each of National Assessment's reporting groups. The range of percentages for each of the age levels is represented by the dotted vertical lines. Median p-values are connected by a solid line on the graph, and upper and lower hinges are connected by dashes. Median p-values for the nation and for the group are noted below the graphs for each age. For example, the medians on the graph on page 86 indicate that for the Northeastern region on the performance theme there was an increase in success between 9-year-olds and 13-year-olds. The 17-year-olds did not differ from the 13-year-olds. The adults performed best of all of the ages. Adults also performed best on the exercises in the history and literature theme. On the other three themes, however, adult performance tended to be below the 17-year-old performance level, and sometimes below the 9-year-old level. All of these patterns for the Northeast closely resemble the patterns for the nation shown on page 85.

MUSIC P
NATIONAL
ADULT
AGE 17
AGE 13
AGE 9
5
4
3
2
1
100
90
80
70
60
50
40
30
20
10
0
THEMES

00091

MEDIAN ΔP-VALUES FOR THEMES

Theme	Age 9						Age 13						Age 17						Adult					
	1	2	3	4	5	U*	1	2	3	4	5	U*	1	2	3	4	5	U*	1	2	3	4	5	U*
# of Results	15	28	52	9	8	112	16	50	62	78	16	222	18	61	61	97	16	253	18	57	44	97	16	232
National Median P	31.2	38.2	76.4	47.5	70.9	53.8	19.2	43.9	88.2	20.0	62.2	48.9	26.9	44.7	91.2	24.9	62.0	49.2	29.5	35.1	82.2	29.0	55.5	41.5
										Median ΔP-Values														
REGION																								
NE	1.0	2.5	4.4	2.1	0.4	3.2	-0.5	0.7	1.6	0.3	-2.9	0.5	-0.8	0.3	1.2	1.3	-2.6	0.5	0.7	1.8	0.6	3.8	-0.9	1.8
SE	-1.7	-2.8	-4.0	-0.5	1.8	-2.8	-1.9	-3.2	-3.1	-1.4	2.8	-2.2	-0.8	-2.2	-2.2	-1.6	4.4	-1.6	-1.3	-4.3	-5.1	-4.2	-0.7	-3.9
C	0.4	1.5	1.7	-0.1	0.3	1.5	2.3	3.3	1.5	0.7	0.3	1.5	1.9	2.3	1.7	0.7	-0.5	1.4	0.1	0.7	1.7	0.6	0.3	0.9
W	-0.6	-1.5	-2.8	-0.3	-2.6	-1.9	-1.3	-1.1	0.1	+0.4	-0.1	-0.6	-0.3	-0.9	-0.8	-1.2	-0.0	-0.8	-0.2	0.2	1.8	-0.9	0.3	0.1
SEX																								
M	-1.5	-0.7	0.5	-3.5	-2.6	-0.3	-2.4	-2.5	-0.1	-0.9	-3.1	-0.9	-2.7	-2.8	0.2	-0.6	-1.2	-0.9	-3.1	-1.8	0.2	-0.6	-2.2	-0.9
F	1.4	0.7	-0.4	3.4	2.5	0.3	2.4	2.5	0.1	0.9	3.1	0.9	2.4	2.5	-0.2	0.6	1.2	0.8	3.0	1.7	-0.2	0.6	2.1	0.9
RACE																								
W	0.3	2.1	2.5	2.0	0.5	2.0	1.1	1.3	1.8	0.7	-0.3	1.1	[illegible]	1.8	1.4	1.1	-1.0	1.2	0.3	2.4	2.9	1.6	-0.7	-9.5
B	-0.9	-9.1	-10.2	-7.1	1.3	-7.9	-5.1	-9.0	-11.4	-4.2	2.5	-5.9	-0.6	9.3	-6.2	-5.0	7.4	-5.6	-1.1	-11.5	-14.8	-8.6	5.8	-9.0
PARENTAL ED																								
NHS	-7.3	-4.5	-7.6	-5.6	-2.1	-5.9	-5.9	-5.4	-6.1	+2.8	-2.3	-5.1	-9.6	-9.7	-8.2	-6.4	-2.3	-7.6	-4.9	-8.7	-7.5	-7.0	-0.6	-6.9
SHS	-3.2	-4.4	-5.5	-1.7	-1.5	-4.6	-4.4	-5.1	-3.0	+3.0	0.9	-3.2	-6.4	-6.8	-3.4	-4.1	0.5	-4.3	-1.1	-3.8	-0.8	-2.5	1.3	-2.1
SHS	-0.3	0.1	0.2	0.7	1.2	0.1	-0.4	-0.7	0.7	+0.2	0.2	-0.1	-1.1	-1.1	0.4	-0.2	-1.2	-0.3	-0.0	2.1	2.9	1.2	-0.2	1.3
PHS	4.2	4.1	5.8	4.0	2.0	5.0	4.0	5.0	3.2	2.4	0.4	3.3	5.4	6.1	3.0	3.0	1.1	3.6	8.7	12.3	7.1	10.1	0.3	9.0
STOC																								
ER	-2.0	-1.5	-3.2	-2.4	-1.9	-2.7	-1.5	-1.3	-2.5	+1.3	2.3	-1.4	0.1	-1.1	-1.7	-1.6	-0.6	-1.3	-2.8	-3.5	-3.9	-5.7	-0.7	-4.4
LM	-1.7	-9.2	-11.8	-10.6	-0.3	-8.8	-4.6	-6.9	-6.8	+2.5	-0.2	-4.5	-2.6	-5.6	-3.3	-3.2	3.9	-3.3	-2.6	-9.8	-8.0	-7.0	3.1	-6.8
HM	2.8	4.4	7.4	4.0	-0.8	5.5	3.4	7.2	3.9	3.1	-2.4	3.4	2.2	4.5	3.1	4.2	-0.9	3.5	6.1	9.5	6.3	12.1	0.9	8.7
MBC	-0.2	-0.5	0.4	0.1	-0.2	0.0	-2.1	-2.3	-0.7	+0.8	0.9	-1.0	-2.0	-0.5	-0.4	0.0	-0.7	-0.4	-1.8	-2.2	-1.9	-0.8	-1.0	-1.2
UF	-0.5	-0.9	1.9	0.2	1.0	0.3	-1.2	-0.4	0.6	0.5	-1.0	0.0	-1.4	1.1	0.9	0.5	-2.3	0.5	0.3	-0.2	2.6	-0.0	-0.4	0.5
MC	0.6	1.3	0.3	-0.1	-0.4	0.5	0.6	0.2	0.9	-0.1	-1.1	0.3	2.0	1.0	0.1	0.2	0.4	0.5	1.5	1.9	-0.6	0.2	0.4	0.4
SP	-0.6	0.6	0.0	0.5	-0.2	0.1	0.9	0.4	0.1	-0.1	1.6	0.1	0.1	-0.7	0.2	-0.9	0.2	-0.5	-1.3	-0.2	0.3	-1.3	-0.4	-0.7

*U designates the universe of all results for all themes.

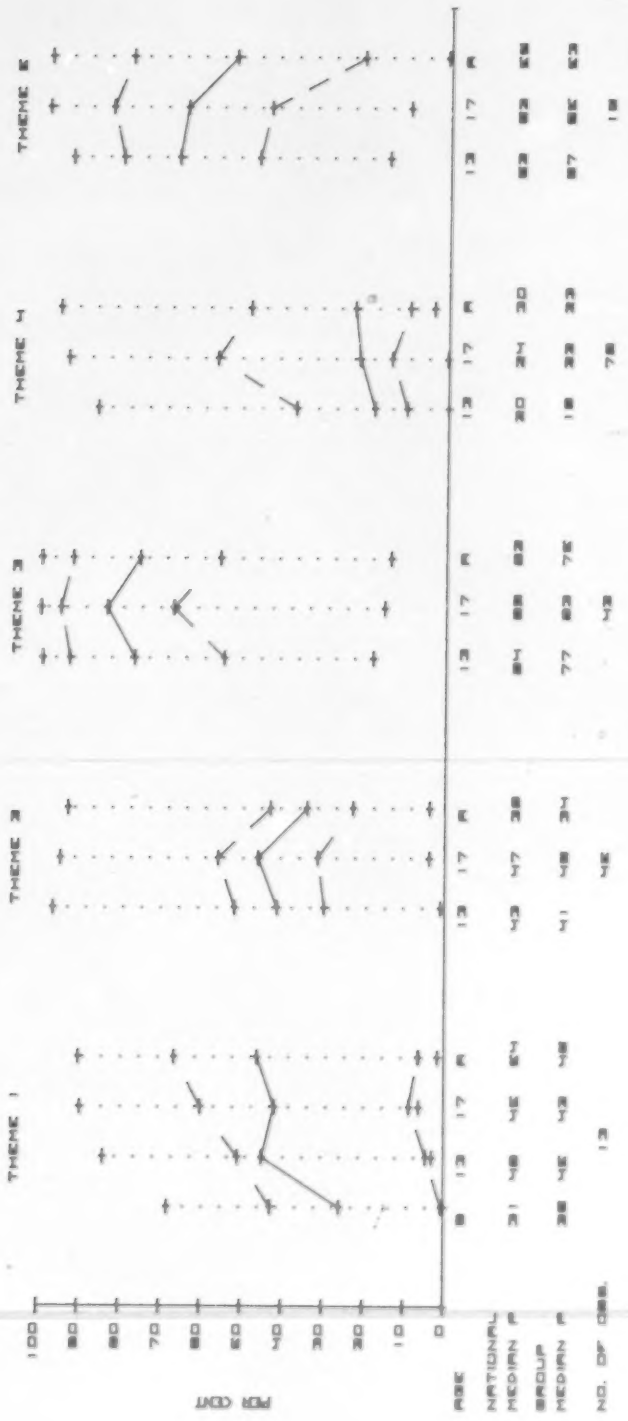
NATIONAL

00093

NORTHEAST

00094

SOUTHEAST



00095

96000

WEST

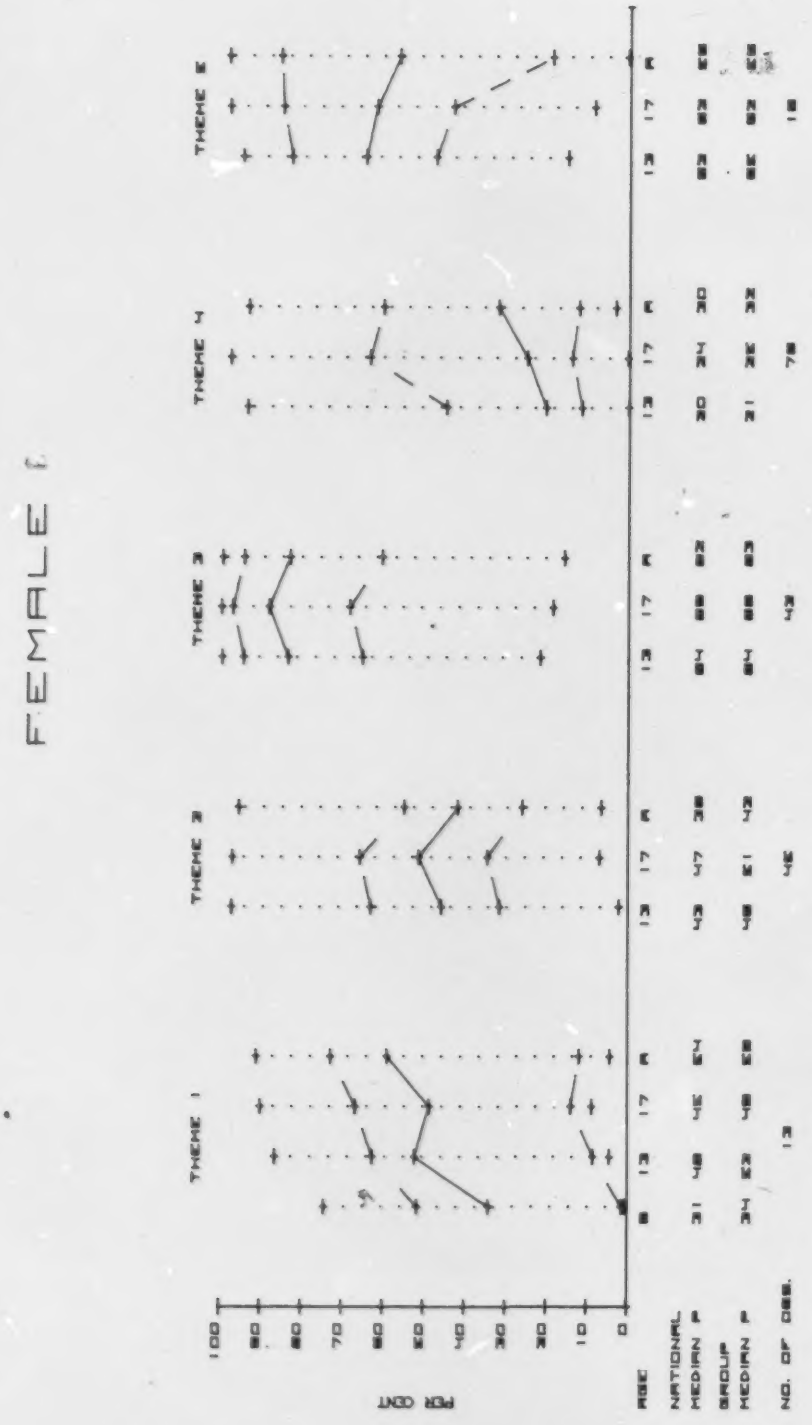
THEME 1
THEME 2
THEME 3
THEME 4
THEME 5
PCN CUM
100
90
80
70
60
50
40
30
20
10
0
RISE
MARTIGNRL
MEDIAN P
BROLIP
MEDIAN P
NO. OF OBS.

00097

MALE

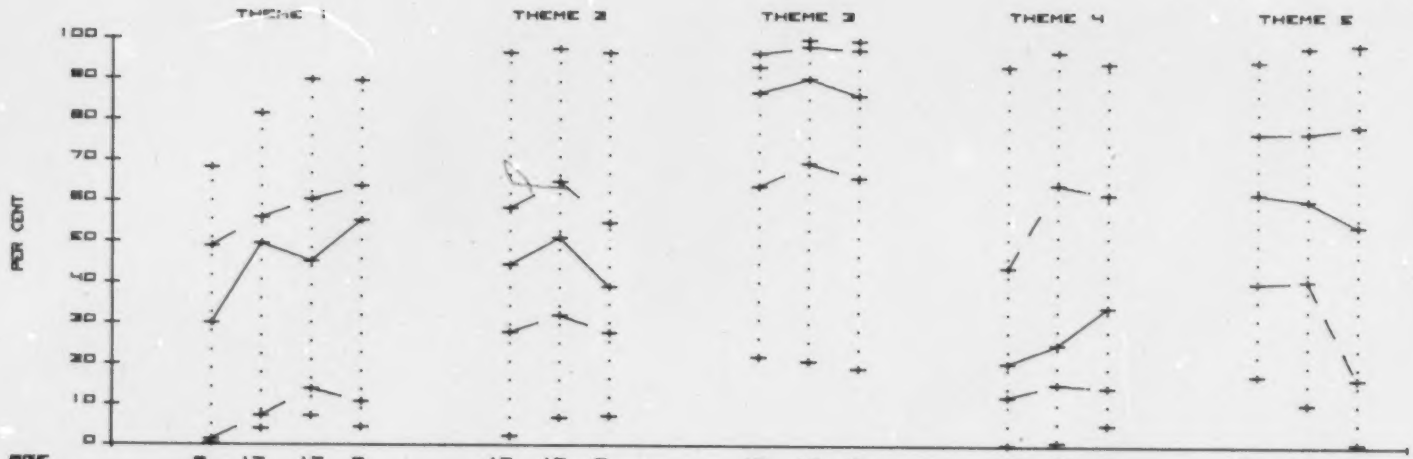
THEME 1
THEME 2
THEME 3
THEME 4
THEME 5
PER CENT
100
90
80
70
60
50
40
30
20
10
0
AGE
NATIONAL MEDIAN P
GROUP MEDIAN P
NO. OF OBS.

00098


FEMALE
THEME 1
THEME 2
THEME 3
THEME 4
THEME 5
PER CENT
100
90
80
70
60
50
40
30
20
10
0
AGE
NATIONAL MEDIAN P
GROUP MEDIAN P
NO. OF OBS.

00099

WHITE

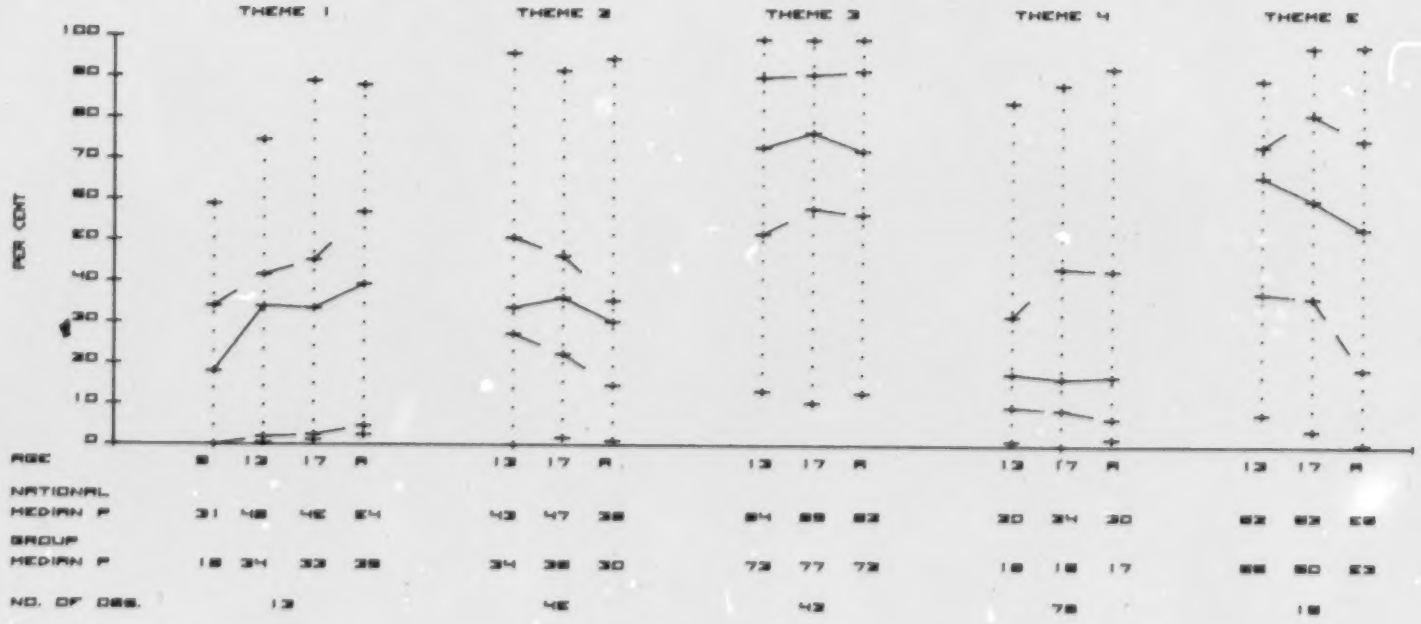

THEME 1
THEME 2
THEME 3
THEME 4
THEME 5
PER CENT
100
90
80
70
60
50
40
30
20
10
0
AGE
13 17 A
NATIONAL
MEDIAN P 31 48 45 54 43 47 38 84 88 82 30 34 30 83 82 68
GROUP
MEDIAN P 30 60 45 55 45 51 38 87 90 88 30 35 34 82 81 84
NO. OF OBS. 13 45 43 78 18

BLACK

THEME 1
THEME 2
THEME 3
THEME 4
THEME 5
PER CENT
100
90
80
70
60
50
40
30
20
10
0
AGE
13 17 R
NATIONAL MEDIAN P
31 48 64
GROUP MEDIAN P
28 41 58 80
NO. OF OBS.
13
13 17 R
43 57 38
34 38 28
76
13 17 R
84 88 82
88 78 67
43
13 17 R
20 34 30
16 17 12
78
13 17 R
13 17 R
70 71 81
18

00101

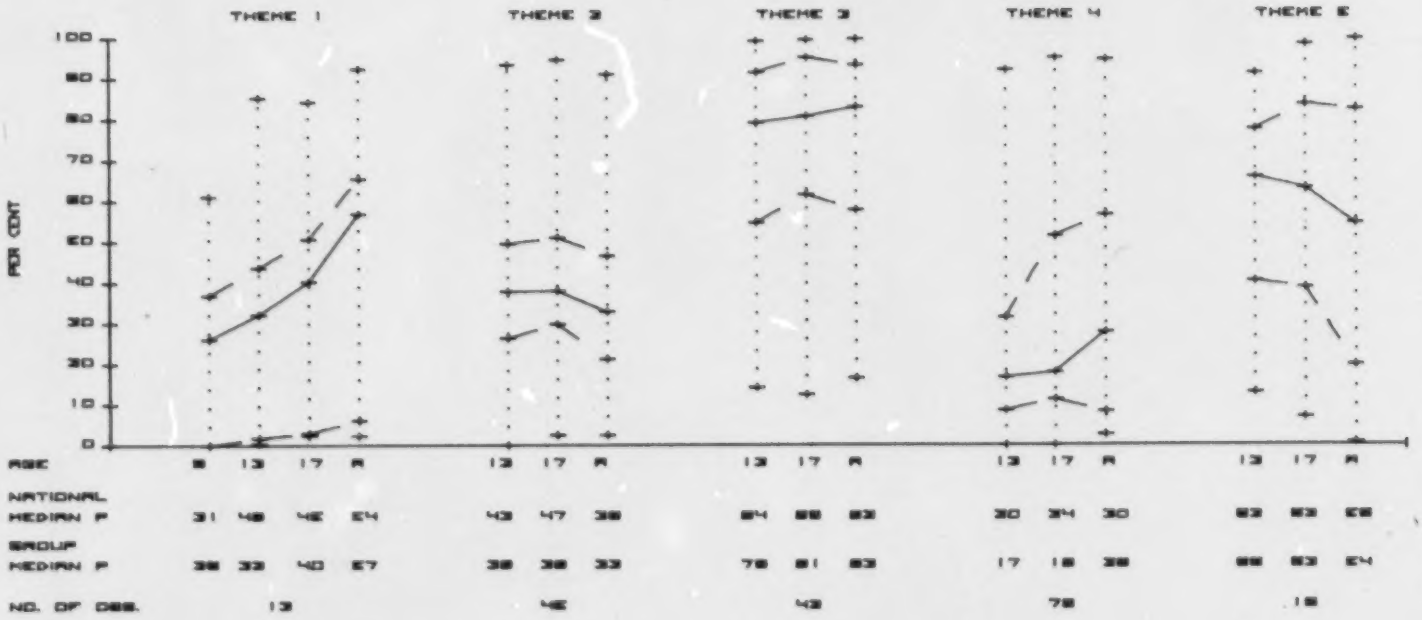
NO HIGH SCHOOL



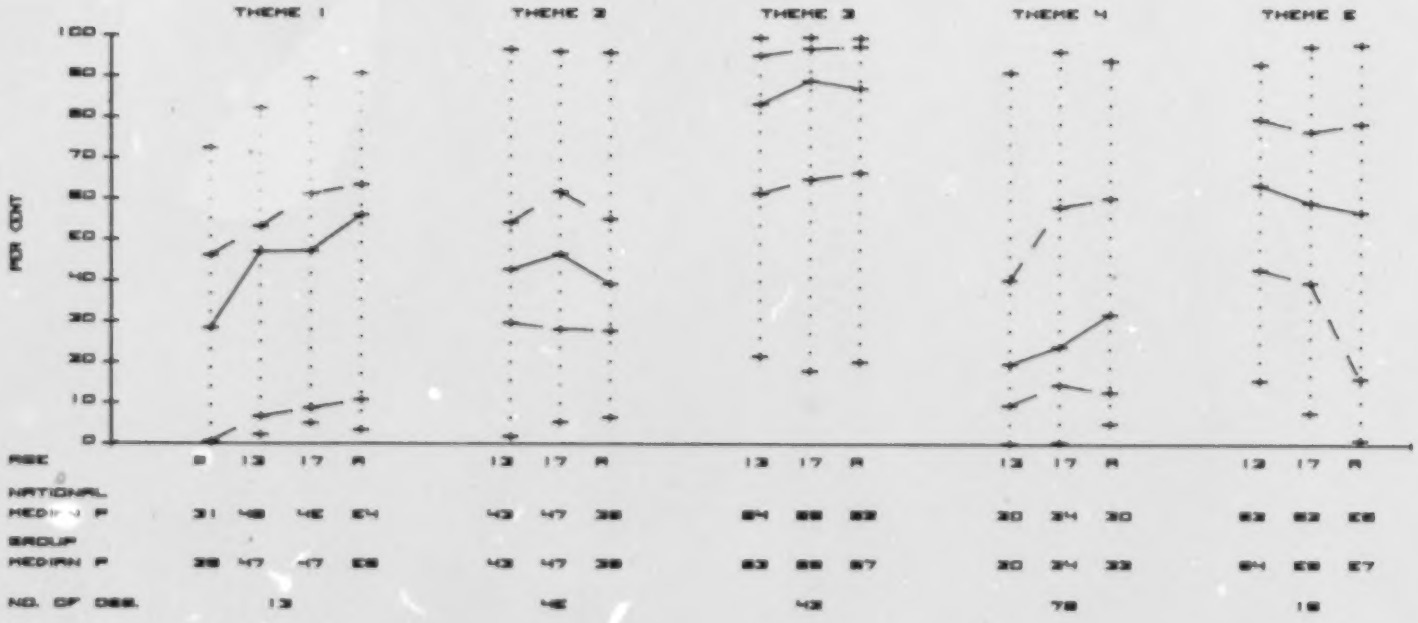
00102

00103

SOME HIGH SCHOOL



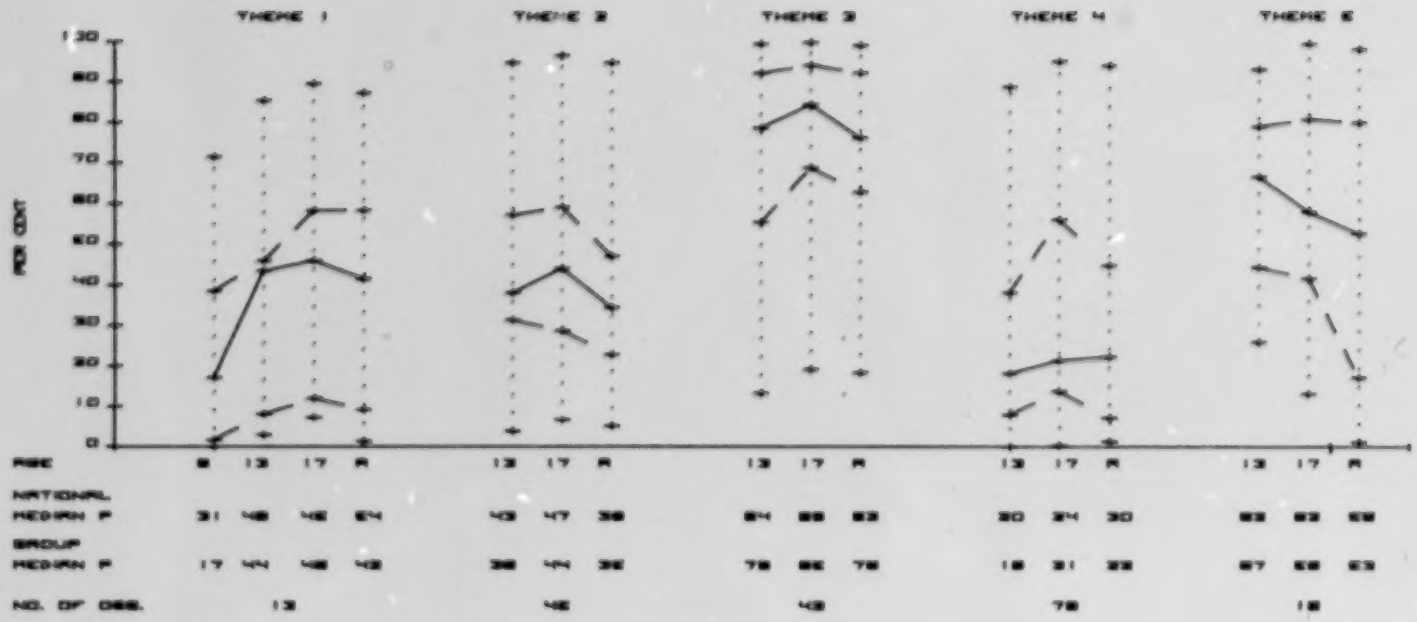
GRADUATED HIGH SCHOOL



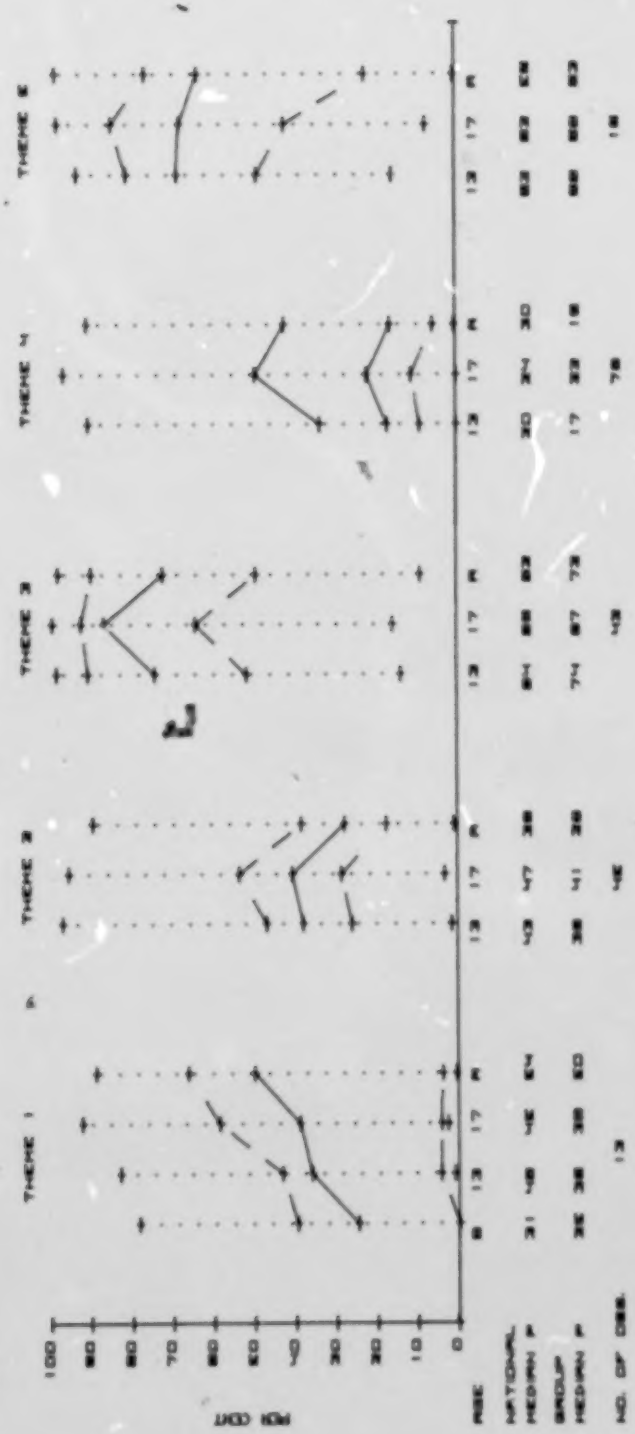
POST HIGH SCHOOL

00105

EXTREME RURAL

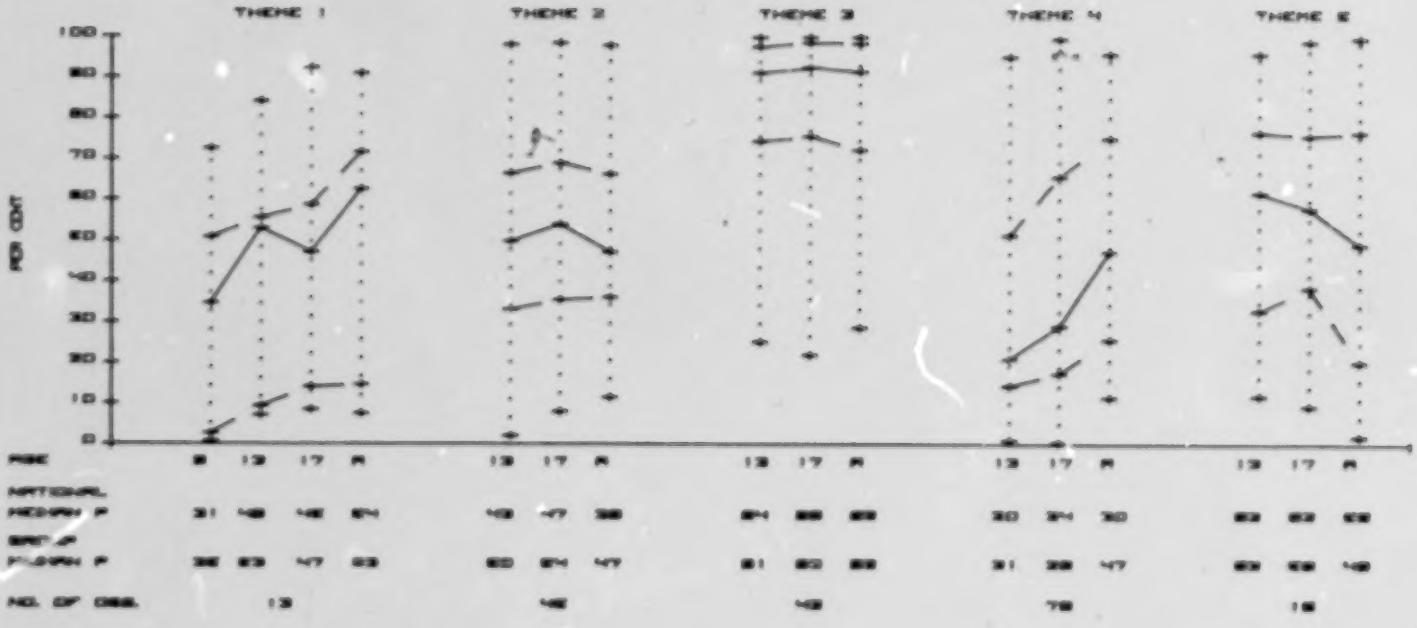


LOW METRO

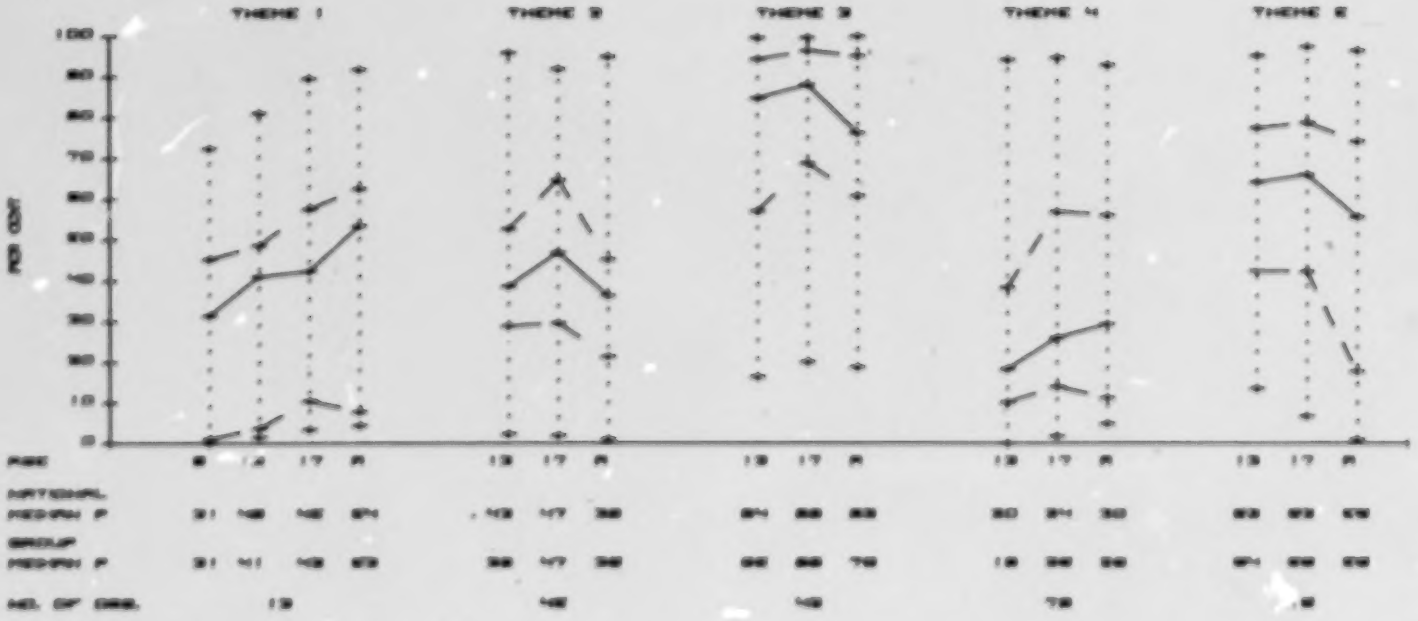


00107

HIGH METRO

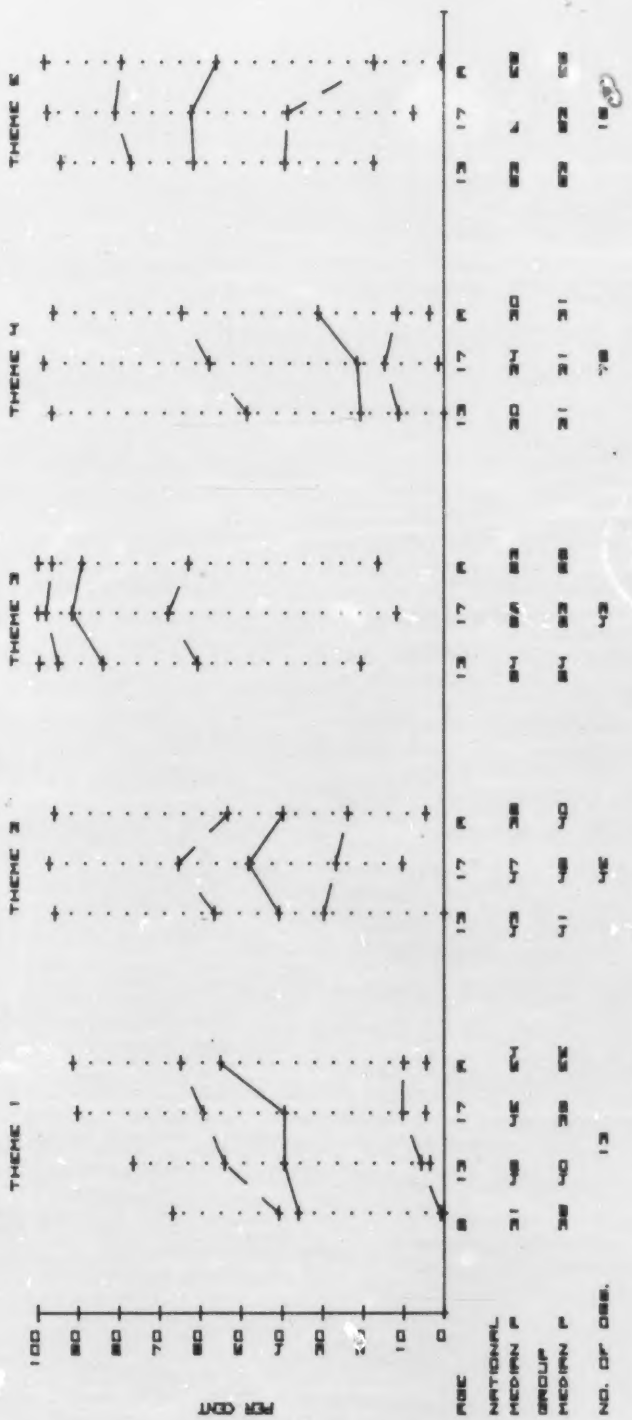

THEME 1
THEME 2
THEME 3
THEME 4
THEME 5
PER CENT
100
80
70
60
50
40
30
20
10
0
13
17
R

MAIN BIG CITY



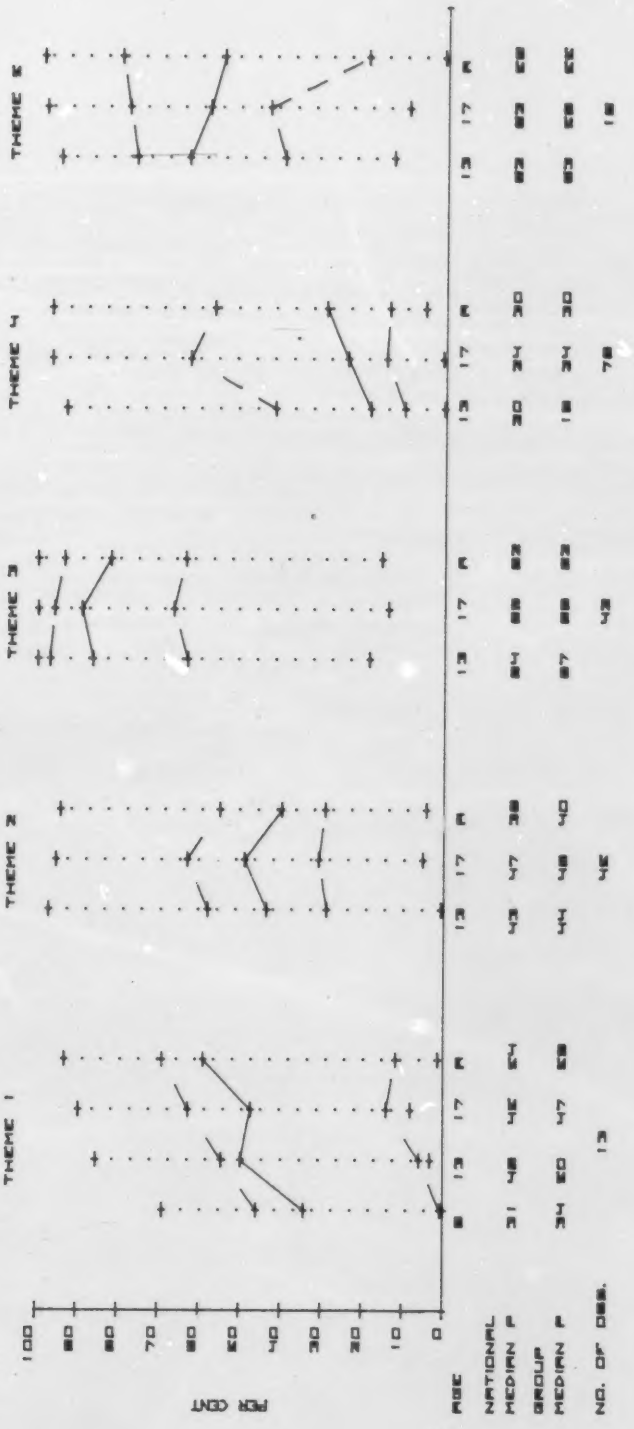
60100

URBAN FRINGE



00110

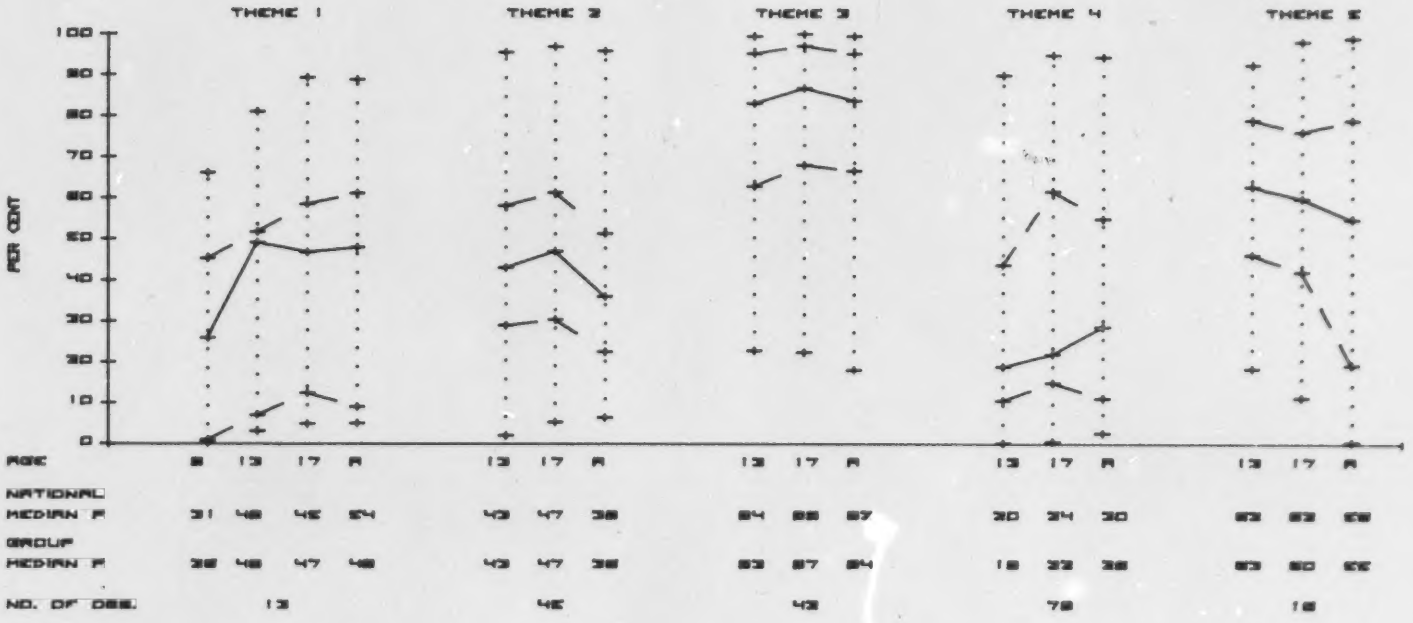
MEDIUM. CITY



00111

00112

SMALL PLACES



CHAPTER 8

MUSIC OBJECTIVES[1]

The objectives and subobjectives developed for the 1971-72 music assessment are listed below.

I. Perform a piece of music
   - A. Sing (technical proficiency not required)
   - B. Play or sing (technical proficiency required)
   - C. Invent and improvise (technical proficiency not required)

II. Read standard musical notation
   - A. Identify the elements of notation, such as clefs, letter names of notes, duration symbols, key signatures and dynamic markings
   - B. Identify the correct notation for familiar pieces
   - C. Follow notation while listening to music
   - D. Sight-sing

III. Listen to music with understanding
   - A. Perceive the various elements of music, such as timbre, rhythm, melody and harmony and texture
   - B. Perceive structure in music
   - C. Distinguish some differing types and functions of music
   - D. Be aware of (and recognize) some features of historical styles in music

IV. Be knowledgeable about some musical instruments, some of the terminology of music, methods of performance and forms, some of the standard literature of music and some aspects of the history of music
   - A. Know the meanings of common musical terms used in connection with the performance of music, and identify musical instruments and performing ensembles in illustrations

---

[1]A detailed description of the procedures used to develop the objectives for the 1971-72 music assessment, as well as the objectives, subobjectives and the age-specific behaviors illustrating each subobjective, can be found in *Music Objectives*, 1971-72 National Assessment of Music (Denver, Colo.: Education Commission of the States, 1970).

00113

B. Know standard pieces of music by title, or composer, or brief descriptions of the music, or of literary-pictoral materials associated with the music from its inception
C. Know prominent composers and performers by name and chief accomplishment
D. Know something of the history of music

V. Know about the musical resources of the community and seek musical experiences by performing music
A. Know whether or not there are music libraries and stores in the community, and know where concerts are given
B. Seek to perform music by playing, singing, taking lessons, joining performing groups, etc.

VI. Make judgments about music, and value the personal worth of music
A. Distinguish parodies from their models
B. Be able to describe an important personal "musical" experience

Some exercises were developed to measure each of the six major objectives at the four age levels included in the assessment. However, exercises measuring the objectives often varied in content and numbers across age levels. Also, certain subobjectives were felt to be inappropriate for one or more age levels, so there are not measures for all subobjectives for all four ages.

The first exhibit in this chapter summarizes each reporting group's performance for four of the six major objectives. There were too few exrrcises in Objective V and Objective VI to compute meaningful summaries. Theme 5, attitudes toward music, is comprised of all of the exercises from these two objectives. The reader should refer to the Theme 5 summaries for attitudinal information. Median p-values are presented for exercises that were given to 13-year-olds, 17-year-olds and young adults. As mentioned earlier, not all objectives and subobjectives received equal assessment emphasis across ages. Therefore, not all exercises were given to all ages. Exercises that were given at more than one age are called overlap exercises. Because of the nature of the music objectives, many exercises were different for 9-year-olds. However, a number of exercises were suitable for administration at all three of the older age levels.

Since the exercises analyzed are the same for all the groups and the ages, the median p-values can be used to determine the relative performance of the reporting groups and the ages for any given objective. For example, in Objective I the median performance level of male 17-year-olds is about 8 percentage points above the median performance level of 13-year-olds. The median performance level of adults is almost 10 percentage points above that of 17-year-olds. It can be seen that the females showed about the

same amount of difference between 17-year-olds and adults, but there was very little difference between 13- and 17-year-old females. At all ages more females than males were able to acceptably respond to the exercises in Objective I. The comparisons can be continued until generalizations can be made, such as, on this objective adults typically perform above 17-year-olds. Since 12 observations are necessary to provide stable estimates, some caution should be exercised in interpreting the data provided for Objective I.

The rest of the graphs in this chapter are based on an analysis of all the exercises measuring an objective at a given age level. There is an exhibit for each age summarizing national and group performance on each of the four objectives. Objective I information, ordered by age, is presented first, followed by Objective II information and so on through Objective IV. The summaries for Objective I for 9-year-olds are based on only nine exercises. These data should not be used for making interpretations and generalizations.

Each graph can be used to determine for an age level the relative performance of the reporting groups within each category, as well as the relative performance between each group and the nation. Each black square represents an exercise or exercise part. The range of percentages for each group and the nation can be compared. Median p-values (→) and hinges (◣) are also designated.

00115

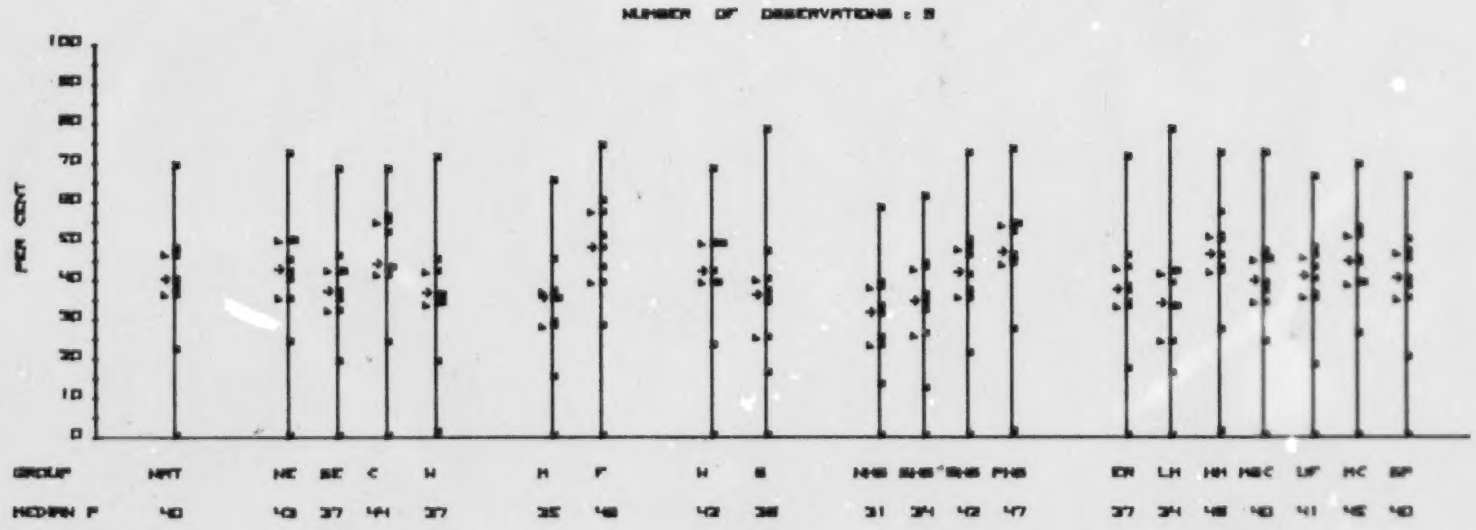
MEDIAN P-VALUES BY OBJECTIVE FOR 13, 17, ADULT OVERLAP EXERCISES

	Objective 1			Objective 2			Objective 3			Objective 4		
Age	13	17	A	13	17	A	13	17	A	13	17	A
# of Results	10	10	10	24	24	24	34	34	34	113	113	113
National Median P	48.1	50.2	60.4	30.6	32.5	20.9	59.5	63.0	56.0	30.3	42.4	47.9
				Group Median P-Values								
REGION												
NE	49.0	48.2	61.8	28.8	35.6	20.2	62.6	64.5	59.1	31.1	43.6	51.8
SE	46.3	49.1	61.3	27.3	33.7	16.1	54.9	58.4	50.2	27.3	36.0	40.2
C	50.1	52.8	60.4	35.2	36.0	25.3	59.2	65.4	57.2	30.7	45.8	49.8
W	44.1	49.2	58.1	30.2	30.9	23.4	60.5	63.0	57.8	30.6	39.0	47.9
SEX												
M	35.0	43.2	52.7	27.4	28.8	18.7	55.5	60.7	53.3	29.8	39.7	46.6
F	56.0	57.0	67.2	33.9	36.6	23.3	63.4	66.7	58.3	30.5	43.8	48.8
RACE												
W	49.7	50.7	60.0	32.1	34.3	23.1	61.8	65.9	59.5	30.1	44.6	52.0
B	41.2	49.8	68.2	18.8	21.5	11.2	49.2	51.5	43.1	24.4	30.4	24.7
PARENTAL ED												
NHS	36.1	36.2	54.7	20.4	22.2	13.9	54.3	48.7	48.0	26.7	26.1	32.2
SHS	36.8	44.8	60.9	21.5	28.6	19.0	53.8	57.7	55.6	27.4	31.3	44.5
GHS	47.6	51.7	58.9	29.6	31.3	23.2	58.0	62.9	58.7	27.9	40.5	50.6
PHS	55.1	54.7	69.2	35.1	38.3	33.2	65.2	70.0	68.4	34.4	49.7	60.3
STOC												
ER	43.8	51.9	47.2	31.4	32.2	23.8	57.4	59.8	50.0	29.3	33.3	36.1
LM	36.8	45.6	63.4	19.3	28.8	12.3	46.9	56.2	46.9	26.5	32.9	29.5
HM	53.6	52.4	68.4	37.6	40.1	31.8	66.7	69.7	64.5	37.3	50.3	62.7
MBC	43.4	46.2	56.7	24.2	34.5	17.7	60.4	60.9	56.9	28.4	41.9	40.6
UF	42.8	47.8	59.7	29.2	26.4	23.1	60.6	64.6	59.9	30.9	42.8	50.5
MC	50.6	51.3	63.0	34.5	34.1	22.1	61.1	65.5	59.0	27.9	45.8	47.1
SP	49.7	50.6	57.3	31.8	31.3	20.8	56.6	61.9	53.7	28.3	38.1	48.1

00116

OBJECTIVE 1

AGE 9



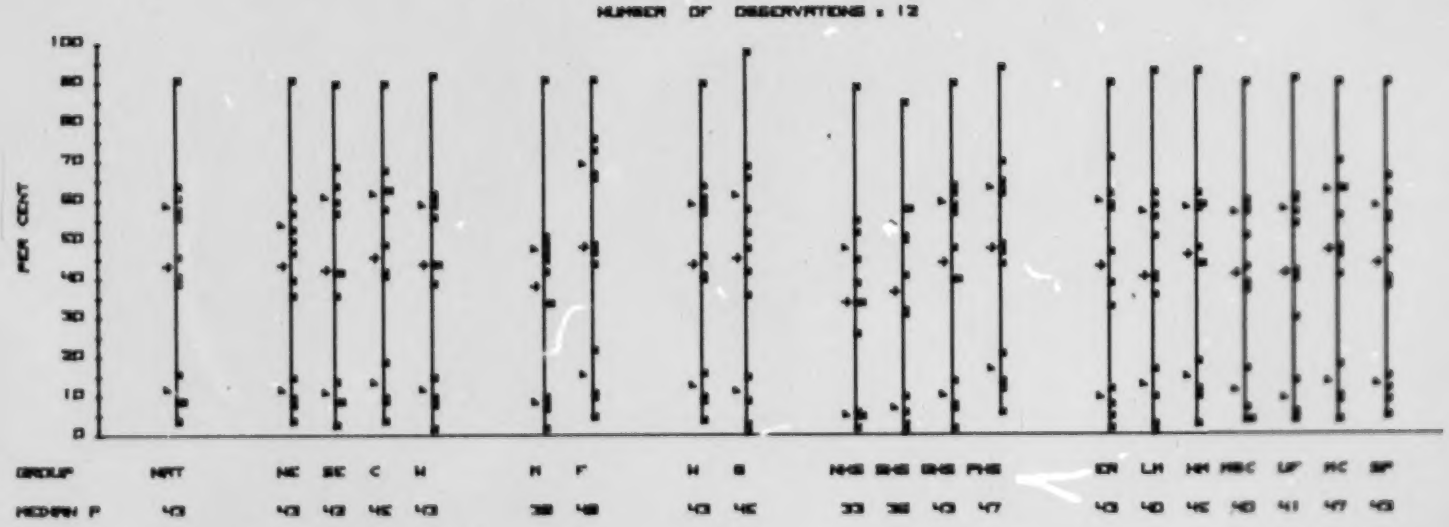
00147

OBJECTIVE 1

AGE 13

OBJECTIVE 1

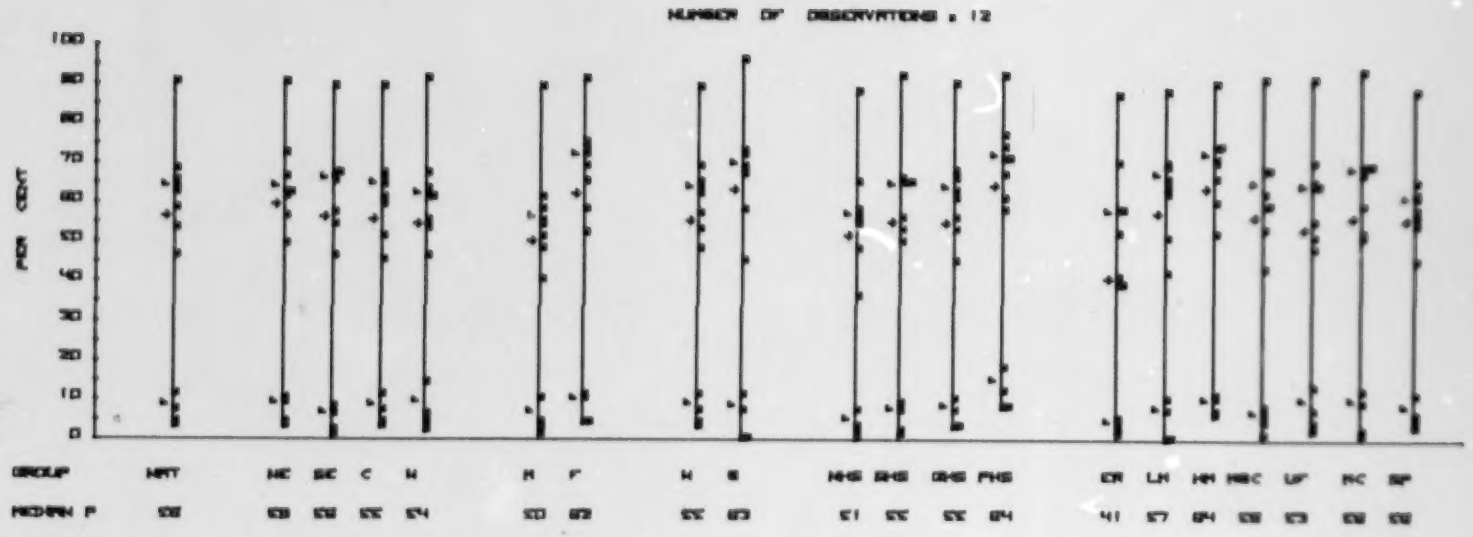
AGE 17



00119

OBJECTIVE 1

ADULT



00120

OBJECTIVE 2

AGE 9

00121

OBJECTIVE 2

AGE - 13

00122

OBJECTIVE 2

AGE 17

OBJECTIVE 2

ADULT

00124

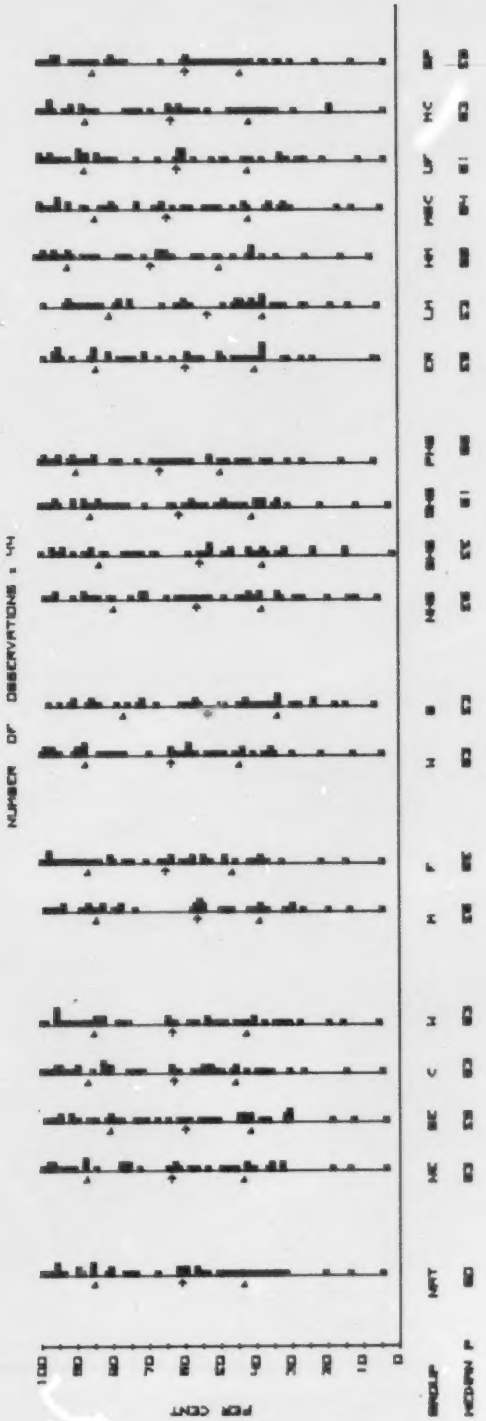
OBJECTIVE 3

AGE 9

00125

OBJECTIVE 3

AGE 13



00126

OBJECTIVE 3

AGE 17

09127

OBJECTIVE 3

ADULT

00128

OBJECTIVE J

AGE 9

00129

OBJECTIVE I

AGE 13

00130

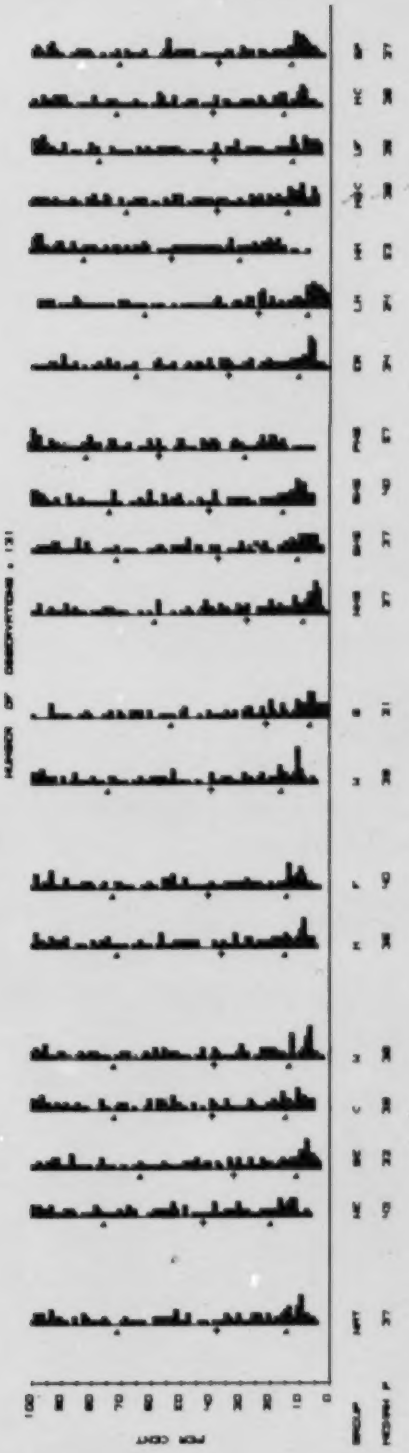
OBJECTIVE J

AGE 17

00131

OBJECTIVE J

ADULT



00132

APPENDIX A

CROSS-REFERENCE LIST

The cross-reference list provides identification information about particular exercises and exercise parts. Also, national p-values for ages are given. Explanations of the numbering systems are given below.

Release Number

R1A05: The first letter in the identifier indicates whether the exercise is released (R) or unreleased (U).

R1A05: The number indicates the reporting theme to which the exercise belongs. In this case the "1" indicates Theme 1: Musical Performance.

R1A05: The letter in the third position uniquely identifies and locates the exercise within the theme. This is Exercise A within Theme 1. If an exercise is released the letter is capitalized. For unreleased exercises lowercase letters are used as unique identifiers.

R1A05: The numbers in the fourth, fifth and sixth positions are presented only for multi-part exercises, where indicators of results for specific parts are necessary.

In the *Music Technical Report: Exercise Volume, Report 03-MU-20* and *The First Music Assessment: An Overview, Report 03-MU-00*, exercises are ordered by release number and, therefore, by theme and exercise within theme. The within-theme ordering is alphabetic, Exercise A is before Exercise B and so on.

NAEP Number

101001A1234: The first number indicates the objective.

101001A1234: The second and third numbers indicate the subobjective within the objective.

101001A1234: The next three numbers uniquely number the specific exercise within the objective and subobjective.

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101001A1234: Normally the seventh character is a dash. In this case the A is part of the uniqueness of the number, since there is also a 101001B.

101001A1234: The numbers following the "A" or the dash indicate the age levels that responded to the exercise. In this case all four ages responded. The "1" indicates 9-year-olds, the "2" indicates 13-year-olds, the "3" indicates 17-year-olds and the "4" indicates young adults.

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YEAR 3 MUSIC

CROSS REFERENCE LIST: RELEASE NUMBER TO NAEP NUMBER

RELEASE NUMBER	NAEP NUMBER	<----------NATIONAL P-VALUE----------> AGE 9	AGE 13	AGE 17	ADULT
R1A05	101001A1234	48.81	53.92	63.73	68.74
U1a05	101001B1234	40.08	47.85	57.46	63.86
R1B05	101002-1234	47.00	54.48	60.71	65.74
R1B10		36.72	48.30	55.25	62.45
R1C15	101004-1	22.04			
U1c15	101005-234		29.29	40.52	46.66
R1D04	301016-1234	31.19	55.79	63.66	54.25
R1E02	301022-1234	2.11	4.23	7.22	9.28
R1P15	101006-234		7.64	15.37	7.60
R1G04	103001-1234	69.87	82.23	90.32	90.30
R1H02	103003-1234	46.70	50.77	45.10	58.41
U1h02	103003-134	38.58		38.34	53.71
R1I04	103006-234		7.71	8.64	11.05
R1J05	204001-1234	.83	5.99	11.85	9.23
U1j05		1.58	9.20	15.10	12.38
R1K05	204002-1234	.41	4.65	10.14	8.08
U1k05		1.17	8.24	12.48	10.41
R1L23	102001-12	.64	6.34		
	102002-34			8.71	4.01
R1M13				3.07	3.20
R2A	301027-1	32.32			
U2a	301028-1	54.37			
R2B	301029-1	27.97			
U2b01	301030-1234	44.97	59.46	54.72	48.51
U2b02		38.81	31.44	30.54	32.71
U2b03		37.62	35.65	34.78	33.91
U2b04		33.40	44.58	40.59	35.79
R2C	302001-1234	87.31	95.67	96.00	95.03
U2c01	302002-1234	31.34	50.48	57.02	59.12
R2D	302006-1234	23.98	48.13	62.10	47.79
U2d	302008-123	16.83	41.06	58.20	
R2E01	301046-23		56.72	59.41	
U2e01	301048-234		34.00	44.69	40.42
R2E02	301046-23		46.65	56.67	
U2e02	301048-234		39.43	46.71	37.84
R2F	201015-234		9.88	14.34	9.11
U2f01	401011-234		51.92	55.51	48.11
U2f02			43.13	43.88	28.22
U2f03			36.28	48.43	51.55
U2f04			24.57	25.75	21.43
U2f05			33.78	35.97	25.58
U2f06			25.67	25.19	20.92
U2f07			49.75	59.31	51.60
U2f08			45.09	45.44	35.02
U2f09			38.29	44.41	41.00
R2G01	401012-34			29.22	23.08
U2g01	401014-34			6.97	13.28
R2G02	401012-34			14.73	10.38
U2g02	401014-34			32.03	25.44
R2G03	401012-34			43.71	36.47
U2g03	401014-34			13.67	9.59
R2G04	401012-34			55.45	42.31

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YEAR 3 MUSIC

CROSS REFERENCE LIST: RELEASE NUMBER TO NAEP NUMBER

RELEASE NUMBER	NAEP NUMBER	<---------NATIONAL P-VALUE---------> AGE 9	AGE 13	AGE 17	ADULT
U2g04	401014-34			41.61	37.49
R2G05	401012-34			25.67	17.48
R2G06				12.96	9.56
R2G07				8.17	5.09
R2H01	401010-234		70.36	65.41	75.46
R2H02			80.54	90.97	93.14
R2H03			57.86	70.43	66.95
R2H04			30.28	33.12	30.12
R2H05			68.40	81.21	82.28
R2H06			51.02	52.23	54.67
R2H07			27.59	25.00	34.53
U2i	201001-1	96.16			
R2J	201002-1234	84.70	95.46	94.29	79.85
U2j	201008-1234	42.55	67.13	67.53	42.89
R2K	201006-234		22.03	29.21	16.13
U2k	201004-1234	51.00	59.76	60.10	41.34
R2L	201016-234		62.01	60.89	38.99
U2l	201005-1234	29.60	54.77	52.81	35.10
R2M	201007-1234	43.34	64.63	68.64	49.52
U2m	201010-1234	40.42	66.09	69.41	50.28
R2N	201014-234		38.06	35.33	20.08
U2n	201011-234		27.19	29.67	15.37
U2o	201012-234		41.66	52.61	33.53
R2P	202001-1	41.88			
U2p	202002-1	43.34			
R2Q	202003-1	42.59			
U2q	202004-1	45.02			
R2R	202006-2		49.50		
U2r	202007-34			49.67	36.33
R2S	203014-1234	7.62	21.57	28.18	19.33
U2s	203015-1234	2.85	9.55	15.73	12.98
U2t	203016-1234	7.05	20.41	24.18	21.81
R2U	203003-1234	16.66	48.89	67.89	55.49
U2u	203001-1234	27.11	48.60	63.77	56.84
R2V	203004-1234	6.96	34.08	45.97	34.41
R2W	203010-234		1.99	5.84	6.18
R2X	203011-23		9.45	20.31	
R2Y	203012-234		3.95	10.60	6.90
R3A	301001-12	91.11	93.44		
U3a	301003-12	63.65	95.28		
R3B	301005-1234	87.71	97.80	98.78	95.01
U3b	301009-1234	95.96	99.35	99.75	99.03
R3C	301007-1234	57.55	88.52	89.95	83.60
U3c	301014-12	83.24	96.90		
U3d	301015-1234	29.67	43.09	50.53	62.56
U3e	301032-34			52.75	50.68
U3f	301010-123	76.97	89.35	89.53	
R3G	301012-1234	35.35	73.82	84.74	75.51
R3H	301013-123	91.11	95.08	92.08	
U3h	301011-123	88.05	85.52	92.77	
R3I	301042-234		85.47	91.18	88.82
U3i	301040-234		76.80	75.91	78.51

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YEAR 3 MUSIC

CROSS REFERENCE LIST: RELEASE NUMBER TO NAEP NUMBER

RELEASE NUMBER	NAEP NUMBER	<----------NATIONAL P-VALUE----------> AGE 9	AGE 13	AGE 17	ADULT
03j	301041-234		81.44	91.19	77.24
R3K	301038-234		20.80	19.26	17.97
R3L	301039-234		61.74	65.46	57.47
R3M	301035-234		37.63	40.77	41.06
03m	301034-234		67.87	78.30	76.81
R3N	301036-23		33.41	57.52	
03n	301037-234		49.26	40.83	27.14
R3O	301033-234		89.01	74.32	78.05
R3P01	401002-1234	9.25	31.41	42.36	47.86
03p01	401001-1234	91.44	97.54	98.63	96.79
R3P02	401002-1234	18.04	45.05	49.22	33.98
03p02	401001-1234	55.94	85.00	90.08	81.28
R3P03	401002-1234	27.73	58.51	67.12	62.93
03p03	401001-1234	85.97	94.14	94.46	94.88
R3P04	401002-1234	47.87	83.79	87.63	85.43
03p04	401001-1234	57.13	82.90	86.55	81.74
03q01	401003-1234	13.00	48.99	60.95	56.65
03q02		12.69	50.96	64.10	54.59
03r	401008-34			96.11	93.34
R3S01	401004-1234	91.15	97.92	97.81	98.28
03s01	401005-123	77.75	95.12	97.82	
R3S02	401004-1234	84.01	95.43	95.74	93.04
03s02	401005-123	58.31	77.53	80.46	
R3S03	401004-1234	96.92	99.34	99.19	99.49
03s03	401005-123	63.80	87.96	92.56	
R3S04	401004-1234	87.55	95.39	96.14	92.75
03s04	401005-123	73.10	94.93	97.59	
R3S05	401004-1234	67.40	78.74	84.50	75.05
03s05	401005-123	79.74	93.62	95.34	
R3S06	401004-1234	67.01	92.98	96.78	97.04
03s06	401005-123	82.16	94.89	97.73	
R3S07	401004-1234	79.18	93.73	96.31	96.53
03s07	401005-123	53.14	72.42	77.00	
R3S08	401004-1234	92.47	98.57	98.39	98.76
R3S09		81.51	94.33	96.09	92.93
R3S10		93.21	98.94	98.49	98.98
R3S11		70.38	75.63	82.85	82.75
R3T01	401006-123	68.60	87.31	93.14	
03t01	401007-1234	65.00	76.36	82.36	74.24
R3T02	401006-123	85.28	96.65	98.42	
03t02	401007-1234	72.65	91.05	95.39	89.60
R3T03	401006-123	76.94	83.00	87.11	
03t03	401007-1234	69.15	85.83	93.07	88.85
R3T04	401006-123	75.88	89.91	92.91	
03t04	401007-1234	44.98	64.66	76.28	63.79
R3T05	401006-123	79.19	89.22	88.77	
03t05	401007-1234	41.84	50.80	44.40	50.03
R3T06	401006-123	77.73	93.89	96.42	
03t06	401007-1234	80.34	95.07	97.38	96.42
03t07		81.42	94.68	97.04	95.09
R4A	404001-234		62.80	64.53	56.06
04a	404002-234		20.37	24.72	15.97

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YEAR 3 MUSIC

CROSS REFERENCE LIST: RELEASE NUMBER TO NAEP NUMBER

RELEASE NUMBER	NAEP NUMBER	<---------NATIONAL P-VALUE---------> AGE 9	AGE 13	AGE 17	ADULT
R4B01	304007-34			20.60	15.71
U4b01	404003-234		22.18	14.87	10.13
R4B02	304007-34			60.50	41.69
U4b02	404003-234		3.66	5.90	7.97
R4B03	304007-34			20.70	18.75
U4b03	404003-234		17.98	19.74	14.99
R4B04	304007-34			21.94	23.35
U4b04	404003-234		20.99	19.84	13.66
R4B05	304007-34			40.57	25.33
U4b05	404003-234		26.82	35.59	30.48
R4B06	304007-34			13.21	8.87
U4b06	404003-234		20.26	16.95	8.47
R4B07	304007-34			37.65	27.55
U4b07	404003-234		15.76	17.49	9.96
R4B08	304007-34			7.75	11.56
U4b08	404003-234		16.63	11.87	9.16
U4b09			19.60	20.77	13.62
U4b10			18.29	16.48	12.91
U4b11			28.86	35.47	32.59
U4b12			20.23	22.26	13.04
U4b13			7.63	9.95	9.55
U4b14			14.51	14.54	9.57
U4b15			24.00	33.98	20.88
U4b16			13.60	14.04	15.41
U4b17			15.79	17.27	10.95
U4b18			15.56	16.90	10.17
U4b19			8.99	9.40	10.07
U4c01	404004-34			5.04	5.40
U4c02				28.08	19.18
U4c03				82.54	55.35
U4c04				19.73	12.93
U4c05				54.55	34.20
U4c06				41.72	27.33
R4D	303001-1	96.82			
U4d	303004-1	57.11			
U4e	303005-1	94.67			
R4F	303010-234		53.47	60.98	47.25
U4f	303011-234		13.80	21.75	34.94
R4G	304001-234		74.87	62.26	54.57
U4g	304002-234		85.39	87.47	80.23
R4H	304003-234		59.50	66.17	60.36
U4h	304004-234		56.22	50.38	44.36
U4i	304005-234		61.36	64.85	41.86
R4J	303009-234		80.17	95.82	93.25
U4j	303006-234		80.65	94.30	87.50
R4K01	304006-34			29.63	46.47
R4K02				36.26	34.89
R4K03				66.92	73.38
R4K04				28.57	43.35
R4K05				66.63	61.25
U4101	403001-234		78.70	91.44	93.36
U4102			38.07	65.01	65.76

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YEAR 3 MUSIC

CROSS REFERENCE LIST: RELEASE NUMBER TO NAEP NUMBER

RELEASE NUMBER	NAEP NUMBER	<----------NATIONAL P-VALUE----------> AGE 9	AGE 13	AGE 17	ADULT
U4103	403001-234		25.01	38.99	58.48
U4104			23.91	42.18	57.82
U4105			16.63	25.94	47.32
U4106			25.20	47.15	68.63
U4107			21.12	32.81	43.21
U4108			41.79	62.58	67.58
U4109			17.45	24.02	25.67
U4110			12.84	14.57	20.22
U4111			14.27	18.68	17.60
U4112			17.19	21.53	26.81
U4113			30.56	54.93	58.84
U4114			14.36	21.87	33.03
R4M01	402001-1	24.97			
U4m01		64.60			
R4M02		47.46			
U4m02		38.31			
R4M03		40.06			
U4m03		2.66			
R4N01	402006-234		39.39	44.58	47.90
U4n01			92.31	92.76	82.02
R4N02			62.89	62.62	49.80
U4n02			49.33	63.95	69.34
R4N03			5.55	17.25	51.44
U4n03			83.82	87.38	90.12
R4N04			78.03	86.90	90.92
U4n04			82.59	84.83	76.83
R4N05			63.80	75.32	78.65
U4n05			66.77	79.36	85.23
R4N06			56.09	64.08	79.49
U4n06			39.57	60.04	68.67
R4O01	402002-234		19.81	29.51	15.58
U4o01			11.44	11.15	14.74
R4O02			3.08	4.24	14.51
U4o02			7.39	30.43	51.94
R4O03			4.84	17.72	38.58
U4o03			.27	.76	7.01
R4O04			24.24	24.90	23.27
U4o04			4.93	7.18	23.36
U4o05			12.99	20.23	52.45
R4P01	402008-234		4.78	6.35	14.66
R4P02			8.58	18.82	30.13
R4P03			9.94	5.96	9.61
R4P04			8.87	5.25	8.59
R4P05			12.03	23.26	34.90
R4P06			5.63	4.48	8.71
R4P07			20.68	33.72	29.02
R4P08			6.45	6.41	9.15
R4P09			3.57	3.93	6.34
R4P10			4.43	4.69	7.88
R4P11			26.24	44.67	52.52
R4P12			9.72	13.12	13.89
R4P13			5.54	3.83	4.56

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YEAR 3 MUSIC

CROSS REFERENCE LIST: RELEASE NUMBER TO NAEP NUMBER

RELEASE NUMBER	NAEP NUMBER	<----------NATIONAL P-VALUE----------> AGE 9	AGE 13	AGE 17	ADULT
U5a01	600013-234		54.47	51.44	28.36
R5A02	600010-1234	91.71	79.72	71.82	63.40
R5A04		81.39	92.20	97.62	92.18
R5A06		68.25	76.13	85.15	63.70
U5b01	600018-234		34.56	41.01	19.39
U5c01	600019-234		59.54	52.67	18.43
R5D02	600001-234		23.23	27.67	13.64
R5E04	600008-1234	76.23	93.39	98.00	98.50
R5F06	502004-1234	73.59	79.17	72.59	76.71
R5G002	502007-1234	43.70	54.03	41.58	29.49
R5H02	502012-234		75.76	80.77	82.76
R5H04			74.81	74.14	79.67
R5H06			60.14	66.90	58.95
R5H08			64.22	57.03	52.01
R5I03	502003-1234	22.07	26.28	19.71	4.83
R5I10		7.84	16.60	9.75	.83

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APPENDIX B

NUMBER OF RESPONSES BY GROUP FOR EACH PACKAGE AT EACH AGE

00141

NUMBER OF RESPONSES BY GROUP FOR EACH PACKAGE AT AGE 9

Package	1	2	3	4	5	6	7
National	2717	2712	2733	2661	2296	2321	2341
Region							
Northeast	654	666	667	661	580	577	588
Southeast	666	682	697	659	567	586	570
Central	704	695	699	697	580	599	597
West	693	669	670	644	569	559	586
Sex							
Male	1325	1332	1325	1361	1126	1184	1137
Female	1392	1380	1408	1300	1170	1137	1204
Race							
White	2182	2098	2107	2091	1749	1819	1795
Black	368	455	447	380	365	350	353
Other	167	159	179	190	182	152	193
Parental Education							
No High School	153	151	172	140	145	128	144
Some High School	137	126	140	130	136	131	143
Graduated High School	622	623	616	613	583	584	613
Post High School	861	886	915	829	800	816	779
Unknown	944	926	890	949	632	662	662
Size and Type of Community(STOC)							
Low Metro	300	311	252	223	261	240	232
Extreme Rural	289	232	346	236	214	223	237
Small Place	855	895	797	958	721	763	776
Medium City	462	488	464	404	396	373	398
Main Big City	269	291	288	280	237	254	243
Urban Fringe	282	259	246	303	241	229	224
High Metro	260	236	340	257	226	239	231

00142

NUMBER OF RESPONSES BY GROUP FOR EACH PACKAGE AT AGE 13

Package	1	2	3	4	5	6	7	8	9	10
National	2661	2665	2600	2664	2677	2741	2691	2286	2297	2287
Region										
Northeast	648	647	639	638	658	664	649	563	561	561
Southeast	691	672	666	667	661	688	707	600	574	574
Central	675	686	681	691	677	705	675	558	584	580
West	647	660	614	668	681	684	660	565	578	572
Sex										
Male	1295	1343	1305	1352	1361	1346	1384	1128	1178	1106
Female	1366	1322	1295	1312	1316	1395	1307	1158	1119	1181
Race										
White	2151	2116	2068	2144	2127	2228	2186	1823	1797	1815
Black	357	364	373	316	356	341	329	308	320	302
Other	153	185	159	204	194	172	176	155	180	170
Parental Education										
No High School	168	193	196	196	195	206	193	178	184	163
Some High School	246	246	229	277	248	264	233	249	235	267
Graduated High School	811	809	724	797	796	869	776	774	754	789
Post High School	1027	1027	1059	984	1053	994	1081	864	903	815
Unknown	409	390	392	410	385	408	408	221	221	253
Size and Type of Community (STOC)										
Low Metro	236	296	266	237	286	250	281	225	224	230
Extreme Rural	183	242	281	228	278	323	284	192	203	230
Small Place	945	937	904	904	849	908	834	776	795	754
Medium City	478	405	371	469	465	423	486	403	368	368
Main Big City	301	275	277	291	305	309	313	253	271	262
Urban Fringe	214	213	242	286	193	244	198	188	190	183
High Metro	304	297	259	249	301	284	295	249	246	260

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NUMBER OF RESPONSES BY GROUP FOR EACH PACKAGE AT AGE 17

Package	1	2	3	4	5	6	7	8	9	10	11	12
National	2684	2679	2654	2707	2672	2659	2665	2670	2722	2498	2498	2497
Region												
Northeast	654	634	622	649	635	647	619	634	675	607	606	620
Southeast	700	685	707	714	707	724	705	702	715	636	654	631
Central	671	676	688	686	661	638	681	651	674	619	603	624
West	659	684	637	658	669	650	660	683	658	636	635	622
Sex												
Male	1313	1327	1276	1294	1313	1278	1326	1243	1357	1187	1214	1163
Female	1371	1352	1378	1413	1359	1381	1339	1427	1365	1311	1284	1334
Race												
White	2214	2189	2239	2172	2199	2139	2158	2132	2208	2008	2009	2012
Black	312	338	293	369	304	358	333	345	333	323	320	329
Other	158	152	122	166	169	162	174	193	181	167	169	156
Parental Education												
No High School	276	264	232	253	269	268	273	281	302	246	256	216
Some High School	373	361	336	367	376	368	355	403	378	346	384	358
Graduated High School	807	824	847	846	787	806	777	787	767	813	811	752
Post High School	1070	1085	1113	1088	1096	1076	1114	1038	1103	945	919	1032
Unknown	158	145	126	153	144	141	146	161	172	148	128	139
Size and Type of Community (STOC)												
Low Metro	317	321	247	343	292	328	283	328	303	316	314	291
Extreme Rural	348	288	306	255	298	364	307	289	371	279	274	277
Small Place	830	881	905	981	878	850	872	883	904	821	819	827
Medium City	419	438	410	421	464	408	435	477	464	400	415	411
Main Big City	274	192	295	256	229	230	235	228	217	231	219	230
Urban Fringe	144	123	155	168	152	139	152	174	99	130	134	133
High Metro	352	436	336	283	359	340	381	291	364	321	323	328

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NUMBER OF RESPONSES BY GROUP FOR EACH PACKAGE FOR ADULTS

Package	1	2	3	4	5	6	7	8
National	2353	2328	2350	2335	2367	2334	2356	2337
Region								
Northeast	521	518	522	519	523	513	519	518
Southeast	587	583	589	583	585	576	580	574
Central	631	622	627	626	641	631	639	636
West	614	605	612	607	618	614	618	609
Sex								
Male	1080	1072	1085	1072	1051	1038	1045	1037
Female	1273	1256	1265	1263	1316	1296	1311	1300
Race								
White	1981	1959	1980	1968	1980	1952	1970	1955
Black	232	230	230	229	252	248	250	245
Other	140	139	140	138	135	134	136	137
Parental Education								
No High School	702	696	700	693	722	704	714	711
Some High School	392	388	392	389	398	395	397	397
Graduated High School	674	665	669	669	656	653	663	651
Post High School	489	486	492	488	515	510	508	506
Unknown	96	93	97	96	76	72	74	72
Size and Type of Community (STOC)								
Low Metro	239	234	237	237	229	225	233	230
Extreme Rural	238	236	234	233	245	240	240	239
Small Place	746	741	747	745	756	744	747	746
Medium City	323	325	331	323	317	317	320	315
Main Big City	186	184	184	183	193	192	190	190
Urban Fringe	380	375	381	377	391	387	394	387
High Metro	241	233	236	237	236	229	232	230

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